Togo McGovern-Dole International Food for Education and Child Nutrition Program - STARS

Midterm Evaluation

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STARS Midterm Evaluation Report

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Table of Contents

List of Acronyms v
Executive Summary 1
Project Background and Purpose 1
Evaluation Design, Methods, and Limitations 1
Limitations 2
Findings and Conclusions 3
Recommendations 5
Implementation Recommendations 5
Recommendations for Endline Evaluation 5
1. Introduction and Purpose 7
1.1. Project Context 7
1.2. Project Description 8
1.3. Results Framework 9
Theory of Change 9
Critical Assumptions 10
Strategic Objectives 10
1.4. Purpose of the Evaluation 11
2. Evaluation Design and Methodology 12
2.1. Evaluation Design 12
Evaluation Timeline Shifts 12
Ethical Considerations 13
2.2. Sampling Methods 13
2.3. Data Collection Methods 14
Data Collection Tools 14
Recruitment and Training of Enumerators 16
Field Tests of Data Collection Tools 17
School-based Data Collection 17
Data Monitoring and Quality Assurance 17
2.4. Data Analysis Methods 18
Sample Weighting 18

Generation of Findings 18
2.5. Evaluation Limitations 18
3. Findings 20
3.1 Baseline and Midterm Performance Indicators 20
3.2 Strategic Objective 1: School-Age Children in the Savanes and Kara Regions Have Improved Literacy 22
Initial Sound Identification 25
Letter Sound Identification 26
Nonword Reading 26
Oral Reading Fluency and Reading Comprehension 27
Listening Comprehension 28
IR 1.1: Improved Quality of Literacy Instruction 29
IR 1.1.1 More Consistent Teacher Attendance 30
IR 1.1.5 Increased Skills and Knowledge of School Administrators 31
IR. 1.2: Improved attentiveness 32
IR 1.2.1: Reduced Short-Term Hunger 32
IR 1.3: Improved Student Attendance 33
IR 1.3.2: Reduced Health-Related Absences 35
IR 1.3.5: Increased Community Understanding of the Benefits of Education 35
Correlational Analysis: What Drives Literacy Outcomes 37
Body Mass Index 38
3.3 Strategic Objective 2: Communities in the Savanes and Kara Regions have increased use of improved health, nutrition, and dietary practices 41
IR 2.5: Number of schools using an improved water source 42
4. Evaluation Questions 43
5. Lessons Learned and Effective Practices 44
6. Recommendations 46
6.1 Implementation Recommendations 47
6.2 Recommendations for Endline Evaluation 48
Annexes 49
Annex A: Bibliography 49
Annex B: Updated Indicator Performance Tracking Table 50
Annex C: Results Framework for STARS Project 58
Strategic Objective 1 (SO1) 58

Strategic Objective 2 (SO2) 59
Annex D: Terms of Reference for the Evaluation 60
Annex E: Data collection instruments 69
EGRA – Letter Sound Identification 69
EGRA – Nonword Reading 70
EGRA – Oral Reading Fluency 71
Student Survey 72
School Director Survey 77
Classroom & School Observations 83
Parent Survey 95
Annex F: Key Survey Frequency Tables 103
Classroom Observation – Teaching Practices 103
School Director Survey – Teacher Attendance 106
School Director Survey – Management Tools Present 107
Annex G: Description of Team Members' Qualifications 110

List of Figures

Figure 1: Map of CRS Togo Intervention Prefectures 7
Figure 2: STARS Theory of Change 10
Figure 3: Percentage of Students Receiving Zero Scores by Gender 24
Figure 4: Percent Accuracy Scores for Literacy Subtasks by Gender 25
Figure 5: Range of Teachers' Quality Literacy Scores at Baseline and Midterm 30
Figure 6: Frequency of School Officials Using Quality Supervision Tools 31
Figure 7: Proportion of Attentive Classrooms Observed 32
Figure 8: Project Data - Total Number of Students Present and Enrolled at Project Schools by Gender at Midterm 35
Figure 9: Body Mass Index by Gender 40
Figure 10: Reading Skills Framework with EGRA Subtask Mapping 45

List of Tables

Table 1: STARS Project Stakeholders 9
Table 2: Target and Actual Sample Numbers 14
Table 3: Early Grade Reading Assessment Subtasks 15
Table 4: School-based Surveys and Observation Checklists 16
Table 5: Updated Indicator Performance Tracking Table for Non-Zero Baseline (2020) Indicators 20
Table 6: Initial Sound Identification Mean Scores by Gender (Correct out of 10) 26
Table 7: Letter Sound Identification Mean Scores by Sex (Correct out of 100) 26
Table 8: Nonword Reading Comprehension Mean Scores by Gender (Correct out of 50) 27
Table 9: Oral Reading Fluency Mean Scores by Gender 27
Table 10: Reading Comprehension Mean Scores by Gender (Correct out of 5) 28
Table 11: Distribution of Correct Reading Comprehension Questions by Gender 28
Table 12: Listening Comprehension Mean Scores by Gender (Correct out of 5) 29
Table 13: Distribution of Correct Listening Comprehension Questions by Gender 29
Table 14: Instructional Time Lost Due to Teacher Absenteeism 31
Table 15: Minimum Dietary Diversity 33
Table 16: Average Enrollment and Attendance by School 34
Table 17: Total Enrollment and Attendance Across Schools by Gender 34
Table 18: Parent Responses to Reasons for Child Absence 35
Table 19: Parent Responses to Homework Support and Literacy Activities Within Past Week 36
Table 20: Distribution of Home-Based Education Activities 36
Table 21: Regression Analyses on the Relationship between Observational Data and Literacy Outcomes 37
Table 22: BMI-for-age Underweight by Age and Gender 39
Table 23: Learner Weight, Height, and BMI by Gender 39
Table 24: Regression Analyses on the Relationship between BMI and Literacy Outcomes 40
Table 25: Sanitation Facilities at Sampled Schools 41
Table 26: Sanitation Facilities at Sampled Schools 41

Table 27: Handwashing Facilities at Sampled Schools 42
Table 28: Accessibility of Handwashing Facilities at Sampled Schools 42
Table 29: Water Sources at Sampled Schools 43
Table 30: Status of Water Source 43

List of Acronyms

Acronym	**Full Term**
AAM	Assessor Accuracy Measure
BMI	Body Mass Index
CE1	*Cours élémentaire première année,* or Grade 3
CNWPM	Correct Nonwords per Minute
CP2	*Cours préparatoire deuxième année*, or Grade 2
CRS	Catholic Relief Services – United States Conference of Catholic Bishops
CWPM	Correct Words per Minute
EGRA	Early Grade Reading Assessment
FY	Fiscal Year
IHfRA	Innovative Hub for Research in Africa
IYCF	Infant and Young Child Feeding assessment
MAD	Minimum Acceptable Diet
MDD	Minimum Dietary Diversity
McGovern-Dole	McGovern-Dole International Food for Education and Child Nutrition Program
PMP	Performance Monitoring Plan
SEDL	Southwest Educational Development Laboratory
SO	Strategic Objective
SOW	Statement of Work
STARS	Santé, Transformation et Apprentissage pour une Réussite Scolaire
STS	School-to-School International
ToC	Theory of Change
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
WHO	World Health Organization

Executive Summary

Project Background and Purpose

Catholic Relief Services (CRS) is implementing a McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole) Program, *Santé, Transformation et Apprentissage pour une Réussite Scolaire* (STARS)[1], in Togo. Funded by the United States Department of Agriculture (USDA), the project aims to improve literacy and primary education in Togo's Savanes and Kara regions by reducing hunger among students. It is designed to achieve these goals by providing school meals, training teachers and school administrators, improving water and sanitation facilities, providing school infrastructure, and building skills and knowledge.

CRS began implementation of the STARS project activities in fiscal year (FY) 2020.[2] STARS aims to reach 36,341 primary school students at 138 schools in its first year and expand to 46,925 students by FY24 totalizing 71,248 students for the life of the project due to anticipated enrollment increases. The objectives of STARS align with the standard strategic objectives (SO) of the McGovern-Dole Program:

- SO 1: Improved literacy of school-aged children; and
- SO 2: Increased use of health and dietary practices of school-aged children.

This report presents the findings of the STARS midterm evaluation. The evaluation establishes midterm values for all performance indicators, generates data for comparative analysis, and validates project strategies and assumptions. This report elucidates contextual factors that can improve student health and literacy in the Savanes and Kara regions and will enable the McGovern-Dole STARS project team to establish questions to test their theory of change and refine indicator targets.

Evaluation Design, Methods, and Limitations

The external evaluation of STARS is being conducted over five years. Baseline data collection for the evaluation took place in November 2020, followed by midterm data collection in November 2022. The endline will occur in spring 2024. At each time point, the evaluation will use a quantitative approach that includes five data collection tools:

- Early Grade Reading Assessment (EGRA) and student survey
- Head teacher survey
- Parent survey
- School observation tool
- Classroom observation tool

[1] In English: "Health, Transformation and Learning for School Success"

[2] CRS received approval from USDA to begin some activities prior to the submission of the baseline report due to lengthy delays in data collection resulting from the global Covid-19 pandemic.

School-to-School International (STS) was contracted as the external evaluator to undertake the baseline, midterm evaluation and final evaluation of the STARS project. Data were collected from a sample of 80 schools in which the project is intervening across the Savanes and Kara regions. A regional data collection firm, Innovative Hub for Research in Africa (IHfRA), was contracted to manage the fieldwork. IHfRA enumerators administered the EGRA and student survey to 20 randomly selected students enrolled in grade 3 at each school—10 boys and 10 girls—using a random number generator application on their tablets.[3] Enumerators collected additional data using school-based tools at each site, including a survey with the school's head teacher; a parent survey with three parents of students who also had a child younger than 2; and school and classroom observations.

Limitations

The following limitations should be considered when reviewing the findings of the STARS midterm evaluation:

- **Insufficient resources for EGRA adaptation workshop and pilot.** The midterm data collection utilized the same tool as at baseline, which was an existing French EGRA tool that had been adapted in Djibouti. Therefore, the tool was not created specifically for the Togolese context. While the development of a new EGRA tool through a thorough and local adaptation workshop is best practice, STS and CRS Togo reviewed the existing tool prior to baseline and deemed it acceptable. The resources required to conduct an adaptation workshop, primarily time, budgetary, were not available. Alongside of COVID-19 limitations, it was deemed unfeasible to implement. In order to keep continuity in the project that will allow for the best comparisons between stages of the project, the same tool was used at both baseline and midterm.
- **Language of the EGRA tool.** The learning assessment was not designed or adapted to the Togolese context. Further, the language of the assessment—French—is not the mother tongue of the vast majority of the students; instead, their mother tongues include the local languages of Konkomba (Dankpen), Gourma (Kpendjal), and Ngam-gam (Oti-Sud). However, based on the listening comprehension task results, it is likely that many students struggle with listening comprehension in French and may not have understood the instructions or testing content. This known limitation was discussed with CRS at baseline as well, and it was determined that providing an EGRA tool in all local languages would not be feasible. There are many different dialects and mother tongues spoken across the regions the project is working in. For this reason, CRS Togo decided to us the official language of instruction, French. To balance this limitation, IHfRA primarily contracted enumerators who were from the study area and have language affinity in these regions. The tools were not formally translated but enumerators were instructed to provide clarification or support in local languages if necessary.
- **Inherent bias in sampling children present on the day of assessment.** Students' EGRA results may be biased towards students who attend school regularly and may exclude those students who are enrolled but do not regularly attend school. However, the method of randomly sampling on the day of the assessment is preferable to sampling students in advance, as it may

[3] There were cases where there were less than 16 students available at the school. In this case, all available students were sampled. The following schools had less than 20 students: EPP DJABONLI, EPP KOUTEOU, EPP MONDOFOALI, EPP NANDJONKARGOU, EPP DAKALFAM, EPP DJABIGNON, EPP SANLOAGA, EPP KOUTEGOU, EPP DJANTCHOGOU, and EPP DJANKPENTENE.

create opportunities for school-based actors to manipulate the sample to have only high performers participate. This sampling approach will remain the same for future assessments, and therefore the comparison across timepoints will be valid.

- **Inherent bias in sampling parents.** One such bias is gender, women being more likely to be available during the day. The sample reflects this with the overwhelming majority of parents interview being women. Additionally, the types of parents willing to participate may be different then those unwilling to participate. However, given the voluntary nature of participation this potential bias is unavoidable.
- **The design of the study does rely on key assumptions. The main assumption is that project interventions affect the literacy results presented in this report.** It is important to note that there may be other unknown factors directly affecting learning outcomes at these schools that may not have been captured by the current tools. However, this design, plus local contextual information from CRS, suggests this relationship to be unaffected by confounding variables or treatment effects.
- **Interruption in schooling for primary school students**. Due to the COVID-19 pandemic and resulting school closures, students in Togo lost approximately four months of instructional time from the end of the 2019-2020 academic year and the start of the 2020-2021 academic year. At midterm, it is likely that lingering effects and educational losses remain from the school disruptions.

Findings and Conclusions

Students showed statistically significant improvements in literacy outcomes on many measures since baseline.

- **Both boys and girls were significantly less likely to receive zero scores**—to not answer a single item correctly on a subtask—**on the letter name identification and initial sound identification subtasks.**
- **Mean scores significantly improved** from baseline to midterm for both girls and boys on two subtasks—**initial sound identification and letter sound identification.**

Gendered differences in performance were seen in literacy outcomes at the midterm evaluation.

- The proportion of boys with zero scores on oral reading fluency significantly decreased from baseline to midterm, but the proportion of girls with zero scores did not decrease significantly.
- Boys scored significantly higher than girls on all literacy subtasks except reading comprehension.

Even with the significant improvement in some areas, overall literacy is still low.

- The proportion of students with zero scores on subtasks was very high.
- **No students reached the pre-determined reading comprehension threshold.**

Significant changes in teacher performance were observed at midterm.

- The **proportion of teachers demonstrating quality teaching practices during a lesson improved** from baseline to midterm.

- **The number of quality supervision tools being used at schools increased** from baseline to midterm.

While unable to causally link increased teacher performance to student behavior, we observe high levels of student engagement and attendance.

- At midterm, **79.4 percent of observed classrooms had engaged students.**
- At the 80 sampled schools at midterm, **87.2 percent of students were present on average**.

Results on parent behavior were less consistent with some improvements, and some backsliding was observed.

- About two in five parents—or 37.13 percent—stated that at least one of their children missed school in the past month. Additionally, **94.1 percent of all parents** stated that their child (or children) missed school over the past month due to illness.
- Only 26.3 percent of parents stated that they had helped their children with homework in the last week.
- **About three of five respondents—**or 61.1 percent—**reported having participated in three or more education activities with their child or children at home.**

The project saw great success in the improvement of school sanitation facilities.

- ***Sanitation facilities at the 80 sampled schools in the midterm evaluation significantly improved from baseline.*** Fewer schools had no toilets available—a decrease from 29 at baseline to 24 at midterm—and more schools had composting toilets—an increase from 10 at baseline to 18 at endline.
- ***The state of handwashing systems has also improved in sampled schools since baseline*.** The number of schools with running water or a hand pour system increased from 28 at baseline (36.4 percent) to 36 at midterm (48.7 percent).[4]

More room for development with water sources is possible, as improvement was seen in only some measures.

- There was no significant change in handwashing stations' level of accessibility since baseline.

At midterm, enumerators were able to collect learners' weight and height, in addition to the learning assessment and observational data.

- On average, **body mass index (BMI) scores for learners measured at midterm were not considered underweight.**
- **BMI was not correlated with literacy outcomes** for those learners sampled at midterm.

These results are broken down in greater detail in the report, providing a better understanding of students' reading performance and project movement on the strategic objectives. Tests were used to

[4] The questioned asked enumerators to indicate whether a school had: "There is running water OR a hand pour system (with the wastewater separated from the clean water for washing hands) AND soap."

determine if the difference in measures from baseline to midterm, as well as between boys and girls, were statistically significant. Statistically significant differences are noted where applicable.

Recommendations

STS proposes the following recommendations for CRS project implementation, as well as considerations for the endline evaluation.

Implementation Recommendations

- **Examine existing student and teacher French language abilities.**
  Overall student performance, particularly on listening comprehension, indicates that students have a limited ability to understand spoken French. CRS may want to consider undertaking more targeted research into the reasons for this gap in comprehension. Additionally, the project should consider what this means for data collection with students outside of the literacy assessment. CRS may want to consider strategies to ensure students are understanding what is being asked of them if the survey questions are in French.
- **Interventions related to SO2 should focus on water sources.**
  At midterm, although notable improvements of school facilities were observed, upgrades of water facilities remain necessary. Project interventions could make an impact by focusing on water source accessibility.
- **Examine gender constraints within target communities.**
  Girls' underperformance compared with boys deserves further exploration and may warrant a specific focus within the project to address the underlying causes of these gender disparities. When comparing baseline to midterm, these gender gaps in learning outcomes appear to be either remaining stagnant or even growing. Project interventions should focus resources specifically targeted to girls' literacy.

Recommendations for Endline Evaluation

- **Data collection methods on BMI should be refined to ensure measurement validity.**
  BMI was collected for the first time at midterm. In review of this process, better procedures can be developed to ensure data recording is more robust. STS, with the support of IHfRA should include this refined process as an addition to the current training and practice it during a school visit during training.
- **The project could consider the addition of qualitative data collection to contextualize results.**
  Both the widening of the gender differences, as well as the backsliding in measures on parent behavior, could be investigated more deeply with focus groups or semi-structured interviews.
- **The possibility for modification to the EGRA should be considered.**
  Performance on the nonword reading subtask—with measurably low outcomes—suggests that this subtask may not be appropriate for either the Togolese context or the grade level. Removing this subtask should be considered to decrease student fatigue and frustration, which will ultimately increase data validity.
- **Existing survey items, indicators, or definitions should be modified to allow for greater accuracy during data collection.**
  CRS should consider reviewing existing indicators and definitions within their Performance Monitoring Plan to identify any areas for clarification or refinement. Corresponding changes

could be made to the tools to reflect more nuanced definitions and indicators. Specifically, reviewing indicators related to school absences, as well as teacher and administrator behavior, are recommended.

1. Introduction and Purpose

1.1. Project Context

The Republic of Togo is located in West Africa and is home to between approximately 9.1 million people in 2023, with 40 percent of the population under 14.[5]

Figure 1: Map of CRS Togo Intervention Prefectures

Due to political upheaval in the 1990s, Togo's diplomatic and economic ties with much of the world were severed. Diplomatic ties were restored in the mid-2000s, but the impact of political isolation has been lasting. While the poverty rate has decreased in recent years, economic growth has not been equitable across the rural-urban divide. Within Togo's agriculturally dependent economy, 58.8 percent of rural households lived below the poverty line.[6]

The disparities between the urban and rural populations are also evident in education. In 2017, out-of-school children of primary school age came mainly from rural areas (88.1 percent), compared to 11.9 percent from urban areas. These out-of-school children were primarily located in the northern regions (27.9 percent in the Savanes and 27.0 percent in Kara), were mainly from the lowest-income families, and most are girls (53 percent). Girls from low-income families have an 89 percent probability of

[5] United Nations Population Fund (2023). World Population Dashboard Togo, Online Edition.

[6] https://www.worldbank.org/en/country/togo/overview

entering primary school but only a 60 percent chance of completing it.[7] Furthermore, according to studies by the Conférence des Ministres de l'Education des Etats et Gouvernements de la Francophonie (CONFEMEN) in 2014 and 2019, more than 75 percent of grade 2 students are not at an acceptable reading level.[8,9]

The rural-urban divide is particularly stark when examining health indicators and access to appropriate water and sanitation facilities. In 2019, UNICEF reported 89.1 percent of urban households had access to improved water sources, while only 48.4 percent of rural households had such access. The divide was even grimmer for improved sanitation facilities, with 28.6 percent of urban households reporting improved sanitation facilities, compared to 7.4 percent of rural households.[10]

1.2. Project Description

Catholic Relief Services (CRS) is implementing the new *Santé, Transformation et Apprentissage pour une Réussite Scolaire* (STARS)[11] project in the Republic of Togo. STARS is funded by the United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole) Program, which strives to reduce hunger and improve literacy and primary education. McGovern-Dole projects worldwide provide school meals, teacher training, and other support activities to boost school enrollment and academic performance.[12]

STARS is a five-year program running from fiscal year (FY) 2020 through FY2024. Through this $20 million project, CRS aims to reach 36,341 primary school students at 138 schools in its first year and expand to 46,925 students by its final year with anticipated enrollment increases. CRS is providing academic and nutritional support to communities in Togo's northern Savanes and Kara regions—specifically in the Kpendjal and Oti-Sud prefectures of Savanes and the Dankpen prefecture of Kara. The program seeks to achieve the following objectives:

- Improve literacy outcomes by strengthening school systems and community support;
- Improve the quality of literacy instruction by building the capacity of teachers and administrators and providing sufficient literacy materials;
- Improve student attentiveness and attendance by providing daily school lunches and ensuring a safe school environment;
- Improve health and dietary practices of targeted beneficiaries by increasing awareness of nutrition, health, and hygiene behaviors combined with water and sanitation infrastructure improvements; and

[7] Analyse du secteur de l'éducation de la République togolaise, Des défis pour un enseignement de qualité pour tous, République togolaise, UNICEF, IIPE-Pôle de Dakar - UNESCO, 2019.

[8] PASEC 2014 Performances du Système Éducatif Togolais. Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN, 2015.

[9] PASEC 2019 Qualité des Systèmes Éducatifs en Afrique Subsaharienne Francophone. Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN, 2020.

[10] WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP). Last update: June 2019. https://data.unicef.org/resources/dataset/sowc-2019-statistical-tables/

[11] In English: "Health, Transformation and Learning for School Success"

[12] United States Department of Agriculture, "McGovern-Dole Food for Education Program," accessed January 20, 2021, https://www.fas.usda.gov/programs/mcgovern-dole-food-education-program.

- Increase the capacity of the government and other key actors to improve school feeding, health, and nutrition and prioritize literacy in education.

CRS is working alongside various partners and stakeholders throughout the life of the STARS project, as shown in Table 1. In addition to community members and local and national government stakeholders, CRS's leadership and implementing team is expecting to coordinate with other actors such as the World Food Program for school feeding and high-level policy influence; UNICEF for school governance, teacher training, WASH, and protection activities; and FHI360 for de-worming activities. This collaboration will ensure a better impact of the interventions on school communities. Findings will be shared with all stakeholders, either through dissemination workshops, webinars, or written reports.

Table 1: STARS Project Stakeholders

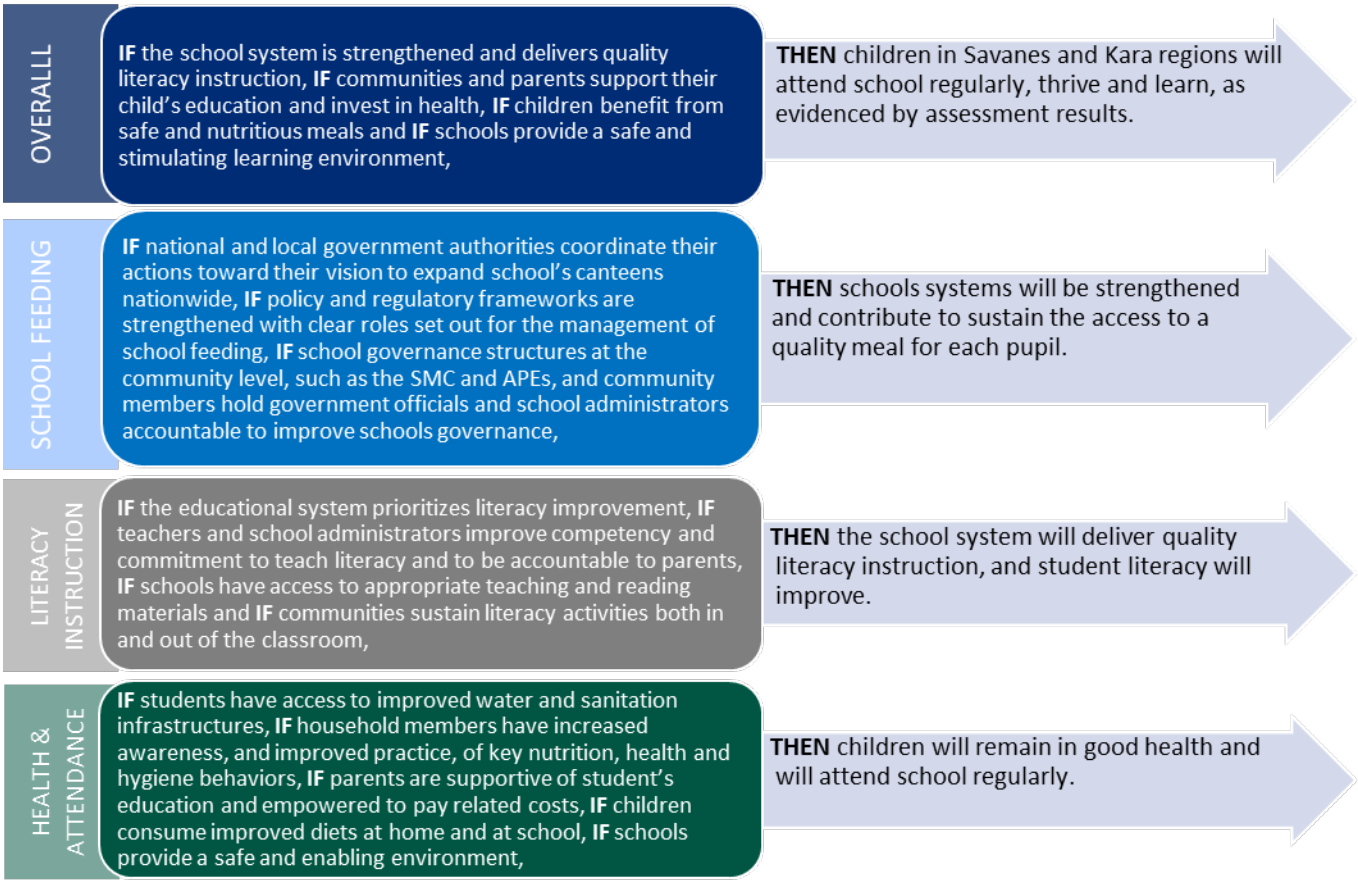
Students	Community leaders
Parents	Ministry of Primary and Secondary Education
Teachers	Ministry of Grassroots Development
School administrators	Ministry of Health and Social Protection
Food preparers	Ministry of Water
School Management Committee members	Inter-ministerial committee members
Parent-Teacher Association members	UNICEF and partners
Savings and Internal Lending Community members	World Food Program
Lead mothers	World Bank
Child Promotion Agents	USDA
Community Health Workers	

1.3. Results Framework

Theory of Change

In the implementation of STARS, CRS is using several field-tested and evidence-based approaches, including 1) a school feeding strategy guided by the five standards of successful school feeding programs—policy, design and implementation, financial capacity, institutional coordination, and community participation; 2) its extensive experience improving the literacy of school-age children; 3) its proven experiences in facilitating access and use of health services at the community level in relation to child illness prevention, nutrition, and dietary practices; 4) its signature Savings and Internal Lending (SILC) program to strengthen assets and access to finances to cover basic fee services, like health and education; and 5) leveraging its extensive experiences in improving WASH infrastructure, access, and use. Evidence includes secondary research as well as primary data from CRS's M&E reports, stakeholder consultations, and analyses of progress, field assessments, and successes and lessons learned from prior McGovern-Dole investments in other countries.

Figure 2: STARS Theory of Change



Critical Assumptions

The following critical assumptions influence the STARS theory of change:

- Security will remain stable in project areas. Dankpen prefecture in Kara borders Ghana and experiences patterns of displaced persons, a result of border tensions. Additionally, the northern border region is adjacent to Burkina Faso, where extremist groups have carried out attacks; however, this had not affected Togo as of the time of the evaluation.[13] CRS will monitor developments through its monitoring systems and alert USDA of any real or potential impact on project implementation. CRS McGovern-Dole programs in Mali and Burkina Faso face similar security concerns. CRS will apply learning from their experiences to the Togo context.
- UNICEF will implement continued sanitation activities and new WASH, protection, school governance, and community engagement activities. If UNICEF does not meet expectations, CRS will target schools to ensure there are no gaps in activity coverage.

Strategic Objectives

The STARS project centers around the two USDA McGovern-Dole strategic objectives (SOs):

- SO 1: School-aged children in the Savanes and Kara regions have improved literacy; and

[13] Recent reports show attacks have displaced children.

- SO 2: Communities in the Savanes and Kara regions have increased use of improved health, nutrition, and dietary practices.

Both SOs are being supported as outlined in the STARS Project Results Framework (Annex C).

Under the project's first SO, STARS is gearing up to implement several school-based activities to improve school-aged children's literacy in 138 intervention schools. CRS recognizes teachers' critical role in students' learning and is planning to focus on literacy training for teachers, school directors, and inspectors. These efforts are going to be further bolstered by the provision of quality teaching materials for use in the classroom.

As the heart of the McGovern-Dole project, daily school lunches are going to be provided through community-operated canteens at all intervention schools to encourage students' attendance and attentiveness. Food preparers and school administrators are going to receive training on proper food preparation, storage, and sanitation practices.

The project's second SO seeks to increase the use of health, nutrition, and dietary practices by promoting health, nutrition, and personal hygiene initiatives within the schools and communities. As such, CRS is planning to improve school water and sanitation facilities, enabling students to put proper health behaviors into practice. The project will build and repair gender-segregated latrines in accordance with national standards, and new wells are expected to be built at schools currently without access to water. CRS is also preparing to distribute take-home rations to pregnant and lactating women and children under two years of age who participate in CRS's community-based maternal and child nutrition activities.

To achieve these ambitious goals and promote local and national sustainability, the STARS team is consistently planning to work alongside local communities, organization partners, and Government of Togo ministries, departments, and agencies, including the Ministries of Education, Health, Agriculture, and Grassroots Development.

1.4. Purpose of the Evaluation

CRS contracted School-to-School International (STS) as the independent external evaluator for the STARS project. In addition to the midterm evaluation conducted in November 2022 and outlined in this report, the project's evaluation plan also includes a baseline evaluation completed in November 2020 and an endline evaluation to be conducted in November 2024 (originally scheduled for spring 2024).

The purpose of the midterm evaluation is to measure progress on SO 1 and SO 2. In doing so, this report generates data for comparative analysis and helps CRS validate the project's strategies and assumptions. Results will illustrate both the project's successes and potential areas for growth. Further, it can potentially provide direction for the focus of further interventions.

Evidence from this report elucidates contextual factors for the status of student health and literacy in the Savanes and Kara regions, enabling CRS to make evidence-based decisions in their programming to maximize the effectiveness, relevance, efficiency, sustainability, and impact over the life of the project. Furthermore, findings from this series of evaluations, particularly those from the midterm and endline

evaluations, will contribute to the McGovern-Dole Learning Agenda to inform current and future McGovern-Dole projects around the world and contribute to the knowledge base around the relevance, effectiveness, efficiency, impact, and sustainability of school feeding programs. The two McGovern-Dole Learning Agenda questions that will be addressed throughout the evaluation are:

- Question 4 in the Learning Agenda's Health Evidence Gaps section: "What systems of community health care governance are the most effective at sustaining the delivery of health interventions through school meal programs?"
- Question 5 in the Learning Agenda's Education/Literacy Evidence Gaps section: "What are the differences in educational outcomes from school meal programs between malnourished or undernourished children and those who are not?"

2. Evaluation Design and Methodology

2.1. Evaluation Design

The STARS project's midterm evaluation is a non-experimental quantitative evaluation that establishes midterm values and targets for the project's performance indicators and provides information for evidence-based decision-making regarding the design and assumptions of the STARS project. The midterm evaluation also establishes a point of reference for comparison to previous and later evaluation timepoints. Research questions regarding the project's effectiveness and other areas of interest were established before the baseline and midterm evaluations.

Evaluation Timeline Shifts

Under the original terms of reference, the baseline evaluation was planned for the end of the 2019-2020 academic year with grade 2 students (*cours préparatoire 2*, CP2) in the spring of 2020. However, the COVID-19 pandemic interrupted the baseline evaluation after STS completed initial activities—tool development and enumerator training—in March 2020. With school closures across Togo in April 2020, data collection was paused until the situation stabilized and schools could reopen.

After months of disruption, baseline evaluation activities were able to resume in October 2020 at the start of the 2020-2021 academic year. This delay required conducting a second round of enumerator training due to the eight-month gap between the original STS training in Lomé in March 2020 and the new data collection timeline of November 2020.

Due to COVID-19 and the revised data collection timeline, school closures also warranted a shift in the target sample to grade 3 students (*cours élémentaire 1*, CE1). While Indicator #1 measures the "percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text," the baseline evaluation assessed students at the start of CE1 as a proxy for students at the end of CP2 because their exposure to CE1 instruction was minimal at the time of the evaluation. This was then mirrored at midterm in order to produce valid comparisons between baseline and midterm.

Assessing students at the start of a new academic year as a proxy measure for student learning levels at the end of the prior academic year is common among education evaluations. Further, COVID-19-related

school closures in April 2020 meant that students entering CE1 in the 2020-21 school year had not been exposed to the full CP2 curriculum by the start of the new school year.

Ethical Considerations

The CRS Togo team reviewed the study tools before the beginning of data collection to ensure that the study adhered to applicable ethical rules and societal norms. STS and its data collection partner trained all enumerators on child protection policies and procedures. Enumerators obtained affirmative informed consent from all head teachers and classroom teachers to assess the children in their care. All children provided affirmative assent to be assessed and interviewed and could opt out of the assessment or survey at any time.

Furthermore, for data privacy concerns, data collected electronically were stored on a secure, password-protected server, which only STS can access. Respondents were assigned a randomly generated identification code, so no names were recorded in the datasets that included respondents' answers.

2.2. Sampling Methods

A two-stage cluster sampling approach was used for the baseline and midterm evaluations. Sample sizes were calculated using Equations (6), (19), and (22) for clustered continuous, non-clustered binary, and clustered binary outcomes, respectively, in McConnell and Vera-Hernandez, using the standard 80 percent power and 5 percent significance level.[14] First, 80 schools were randomly selected from the list of 138 intervention schools to serve as clusters. Within each selected school, enumerators sampled the following units for surveys or observations:

- One head teacher or assistant head teacher;
- One classroom between grades 1 and 5 to be observed for a classroom observation; and
- Three parents of students who also have a child under the age of two.[15]

For the second stage of sampling, enumerators followed a specific procedure to randomly select 20 students to participate in the evaluation—10 boys and 10 girls—from those present in the CE1 classroom at each school on the day of the data collection visit. This number was more than the minimum target sample size of 15 students per school to allow for an equal number of boys and girls per school. If a school had more than one CE1 class, enumerators randomly selected one classroom to identify the 20 students. Sample sizes were increased from baseline in response to the level and low variation in baseline scores in order to get enough statistical power.

The target sample size of 80 schools covered just over half of the 138 intervention schools. The sample was drawn to be generalizable at the project level. The target and achieved sample numbers are reflected in Table 2.

[14] McConnell, Brendon, and Marcos Vera-Hernandez. 2015. Going beyond simple sample size calculations: a practitioner's guide. Institute for Fiscal Studies.

[15] Sampled parents were identified and invited by the head teacher. For the midterm and endline evaluations, parents will be selected from active participants in STARS activities to ensure they meet the sampling requirements. Enumerators were asked to call back the director the day before the visit and ask for the presence of 3 parents (preferably the mothers) with at least one child aged 6 months to 2 years.

Table 2: Target and Actual Sample Numbers

Group	Gender	Minimum Target Sample	Actual Sample	Response Rate
Schools	NA	80	80	100.0%
Head Teachers	Total	80	80	100.0%
	Women		77	
	Men		3	
CE1 Students	Total	1600	1572	98.3%
	Women		797	
	Men		775	
Classroom observation		80	80	100.0%
Parents	Total	240	240	100.0%
	Women		235	
	Men		5	

In addition to the sample, STS created a list of replacement schools in case of unforeseen challenges. For each closed or inaccessible school, the study team selected a comparable school from the list of replacement schools to visit. At midterm, no replacement schools were needed.

2.3. Data Collection Methods

Data Collection Tools

The STARS midterm evaluation utilized the same data collection tools as at baseline, which were adapted from comparable contexts. The tools included an Early Grade Reading Assessment (EGRA); a CRS-developed standard student survey and a classroom observation tool used across CRS McGovern-Dole projects; and surveys for head teachers and parents. STS and the CRS Togo team reviewed the tools and made specific revisions before data collection to ensure survey tools were responsive to the STARS performance monitoring plan and were culturally appropriate.

EGRA

STS administered a baseline EGRA to students at the start of CE1 to measure their core early grade reading skills. The assessment contained six subtasks—initial sound identification, letter sound identification, nonword reading, oral reading fluency, reading comprehension, and listening comprehension. Table 3 provides a summary of the subtasks.

Table 3: Early Grade Reading Assessment Subtasks

Subtask	Core Reading Skill	Subtask Description
Initial Sound Identification	Phonemic awareness	The enumerator said 10 common words out loud and asked students to identify the first letter of each word.
Letter Sound Identification	Alphabet knowledge	The enumerator presented students with a grid of 100 letters, or groups of letters, in both uppercase and lowercase in a random order and asked them to say the sound of as many letters as they could in one minute.
Nonword Reading	Decoding	The enumerator presented students with a grid of 50 simple nonsense words. The enumerator asked students to make letter-sound correspondences by the reading the nonsense words.
Oral Reading Fluency	Decoding and reading fluency	The enumerator asked students to read a short, grade-appropriate story of 57 words in one minute with accuracy and little effort.
Reading Comprehension	Reading comprehension	The enumerator asked students as many as five questions, including four literal questions and one inferential question, about the passage read in the previous subtask.
Listening comprehension	Listening comprehension and oral language	The enumerator read aloud a short story of 38 words and asked students five questions, including four literal questions and one inferential question, about the story.

Enumerators administered the EGRA to 20 CE1 students at each school on tablets using Tangerine®, an electronic data collection software. Following the EGRA subtasks, enumerators administered a short survey to these same students, as outlined in Table 4 below.

School-based Surveys and Observation Tools

For a comprehensive picture of a sampled school's environment, enumerators collected data with three survey tools and a classroom observation tool at each school. The content of these surveys is described in Table 4.

Table 4: School-based Surveys and Observation Checklists

Tool	Types of information collected
Student Survey	Students' feelings about school; their teachers' use of quality teaching practices; educational support at home; available water and sanitation resources at school and home; and home socioeconomic factors.
Head Teacher Survey	Enrollment and attendance data; teacher attendance and support information; school administration tools; teaching and learning materials available; and school water, sanitation, and nutrition resources.
Parent Survey	Household demographics; child school absences; knowledge of and use of nutrition, health, and sanitation practices; educational support at home; and dietary practices for children under two years.
Classroom Observation	Presence and use of teaching and learning materials in the classroom; use of quality teaching practices within an observed lesson; evidence of student attentiveness; and the school's physical attributes, including sanitation facilities, water sources, and food preparation and storage areas.

The CRS global education team developed the student survey and the classroom observation tool for use across all their McGovern-Dole projects. At baseline, STS had added a few questions to these tools to address the required performance indicators but kept the core tools consistent. Also at baseline, STS developed the parent and head teacher surveys with input from the STARS project team to align with the performance indicators and adapted several questions from similar tools from CRS's McGovern-Dole projects in both Benin and Burkina Faso. These same tools were utilized at midterm, with the exception that at midterm students' height and weight measurements were collected to calculate student BMI scores.

Recruitment and Training of Enumerators

STS contracted the data collection firm Innovative Hub for Research in Africa (IHfRA) to manage local aspects of the evaluation, including the selection and hiring of enumerators, training logistics, and the supervision and management of data collection in the field. IHfRA recruited 33 enumerators who were part of the baseline data collection and/or are familiar with the terrain and have language affinity with the communities across the survey regions. These individuals participated in the enumerator training on evaluation tools and protocols from November 7–10, 2022 in Kara, Togo. Thirteen of these enumerators had participated in the baseline data collection. One STS consultant traveled to Kara to conduct the enumerator training alongside representatives from CRS and IHfRA.

Prior to the training, STS designed the training agenda, prepared a suite of training videos, and created supplementary PowerPoint presentations, handouts, and other training resources to support the enumerators' learning. The training covered the STARS project and evaluation design; contents of the EGRA tool and school-based surveys; administration protocols for the Tangerine data collection software and use of tablets; ethical considerations and data quality measures; and the responsibilities of enumerators and supervisors during data collection.

Upon conclusion of the training, STS and IHfRA selected the 30 top-performing enumerators to conduct data collection. The assessment processes were merit-driven, giving each participant an equal opportunity to be selected for fieldwork. Participants were assessed with written quizzes and observed evaluations of their performance both within the classroom and in the field. These tests ranged from comprehension of questions during classroom activities to mid-training quizzes. Assessor Accuracy Measure (AAM) tests were also administered and scored. Final selection of the 30 female and male data collectors was done using scores from the mid-training assessments and field pilot. Of the 30 selected enumerators, 10 were identified to serve as team supervisors for the data collection.

Field Tests of Data Collection Tools

The training in Kara included one day of field testing at a nearby school, in which all the survey and observation tools were tested. This activity enabled enumerators to practice the administration of tools in a real-life setting while also enabling the evaluation team to identify potential challenges and solutions. The need to hire enumerators with the appropriate local language fluency was a lesson learned during the field test of the first baseline enumerator training and was applied to hiring enumerators for the midterm evaluation.

School-based Data Collection

The midterm data collection was conducted in the Savanes and Kara districts from November 14–23, 2022. Ten teams of three enumerators each visited one school per day. Within each team, one enumerator was designated as the supervisor responsible for introducing the teams to the school and conducting the classroom and student sampling for each team.

Data Monitoring and Quality Assurance

Throughout data collection, both STS and IHfRA closely supervised enumerators to ensure data quality. IHfRA had three field coordinators to supervise teams and accompany them during data collection to conduct on-site spot checks and troubleshoot any issues teams encountered in the field. Additionally, STS's Senior Data and Technical Writing Associate monitored the incoming data daily by checking results uploaded to the server for completeness. Communication with the enumerator teams was maintained through a WhatsApp© group comprised of team supervisors, IHfRA, and STS, allowing for broader communication and faster responsiveness when issues arose in the field.

IHfRA's staff ensured enumerator teams followed data collection procedures and submitted a field report that logged any discrepancies in the number and type of data collected prescribed in the target sample. STS cross-referenced these reports against the uploaded data. Disposition codes were applied to categorize any issues that emerged during the data collection process. These coding and flagging

procedures helped to ensure the nuanced contexts of data collection at the school level were sufficiently cataloged and considered during the data cleaning, analysis, and reporting process.

2.4. Data Analysis Methods

Sample Weighting

The analysis used sampling weights to produce more representative estimates in the sample of students. Random sampling does not acknowledge that some students have a lower probability of being selected when they represent smaller subgroups within the population, so sampling weights enable analysts to account for these differences in probabilities.

STS computed the weights using background data available from each school in the sample populations, including the number of CE1 classrooms at the school and the number of students in each classroom. STS collected this information via the head teacher survey. Weights were applied when analyzing the EGRA and survey results. STS used a combined school and student weight for all students and applied the school weight to all school-based surveys.

It is important to note that the data analysis software used at STS has shifted from SPSS to Stata since baseline. Stata uses a slightly different formula when applying weights, which may cause very minor variations in results from baseline (most often at the decimal level). In order to ensure accuracy, baseline results were run alongside midterm ones in Stata to ensure valid comparisons and statistical evaluation.

Generation of Findings

In December 2022 and January 2023, STS generated the following descriptive statistics using the baseline and midterm data:

- **Mean scores*:*** Average percentage of items answered correctly on a given subtask.
- **Zero scores**: Proportion of students who were unable to answer a single item correctly on a given subtask.
- **Proportions**: Proportion of respondents who replied in a specific way to an item.
- **Means**: Average score on survey items.

Analysts computed inferential statistics on subtask mean scores to determine differences in performance between girls and boys. Where detected, statistically significant differences are noted in the findings.

2.5. Evaluation Limitations

The following limitations should be considered when reviewing the findings of the STARS midterm evaluation:

- **Insufficient resources for EGRA adaptation workshop and pilot.** The midterm data collection utilized the same tool as at baseline, which was an existing French EGRA tool that had been adapted in Djibouti. Therefore, the tool was not created specifically for the Togolese context. While the development of a new EGRA tool through a thorough and local adaptation workshop

is best practice, STS and CRS Togo reviewed the existing tool prior to baseline and deemed it acceptable. The resources required to conduct an adaptation workshop, primarily time, budgetary, were not available. Alongside of COVID-19 limitations, it was deemed unfeasible to implement. In order to keep continuity in the project that will allow for the best comparisons between stages of the project, the same tool was used at both baseline and midterm.

- **Language of the EGRA tool.** The learning assessment was not designed or adapted to the Togolese context. Further, the language of the assessment—French—is not the mother tongue of the vast majority of the students; instead, their mother tongues include the local languages of Konkomba (Dankpen), Gourma (Kpendjal), and Ngam-gam (Oti-Sud). However, based on the listening comprehension task results, it is likely that many students struggle with listening comprehension in French and may not have understood the instructions or testing content. This known limitation was discussed with CRS at baseline as well, and it was determined that providing an EGRA tool in all local languages would not be feasible. There are many different dialects and mother tongues spoken across the regions the project is working in. For this reason, CRS Togo decided to us the official language of instruction, French. To balance this limitation, IHfRA primarily contracted enumerators who were from the study area and have language affinity in these regions. The tools were not formally translated but enumerators were instructed to provide clarification or support in local langugaes if necessary.
- **Inherent bias in sampling children present on the day of assessment.** Students' EGRA results may be biased towards students who attend school regularly and may exclude those students who are enrolled but do not regularly attend school. However, the method of randomly sampling on the day of the assessment is preferable to sampling students in advance, as it may create opportunities for school-based actors to manipulate the sample to have only high performers participate. This sampling approach will remain the same for future assessments, and therefore the comparison across timepoints will be valid.
- **Inherent bias in sampling parents.** One such bias is gender, women being more likely to be available during the day. The sample reflects this with the overwhelming majority of parents interview being women. Additionally, the types of parents willing to participate may be different then those unwilling to participate. However, given the voluntary nature of participation this potential bias is unavoidable.
- **The design of the study does rely on key assumptions. The main assumption is that project interventions affect the literacy results presented in this report.** It is important to note that there may be other unknown factors directly affecting learning outcomes at these schools that may not have been captured by the current tools. However, this design, plus local contextual information from CRS, suggests this relationship to be unaffected by confounding variables or treatment effects.

3. Findings

3.1 Baseline and Midterm Performance Indicators

The STARS performance monitoring plan sets out numerous indictors in or to measure the progress of the project. The values in Table 5 below represent data from both STS's external baseline evaluation and CRS's internal monitoring data. Census data provided by CRS from all 138 intervention schools are presented in shaded boxes, while the non-shaded boxes show evaluation data collected only from the 77 schools sampled for the baseline evaluation. At midterm, STS evaluated 80 schools.

Table 5: Updated Indicator Performance Tracking Table for Non-Zero Baseline (2020) Indicators

STARS Indicator No.	Indicator Name	Indicator No.	LOP Target	Baseline Boys	Baseline Girls	Baseline Total	Midterm Boys	Midterm Girls	Midterm Total
1	Percentage of students who, by the end of two grades of schooling, demonstrate that they can read and understand the meaning of grade-level text	McGovern-Dole 1	21%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
#	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can correctly identify letter sounds	CRS Custom	9.3%	5.8%	4.8%	5.3%	5.1%	3.6%	4.3%
8	Percentage of students in target schools identified as attentive during class / instruction	CRS Custom	60%	59.7%			79.4%		

STARS Indicator No.	Indicator Name	Indicator No.	LOP Target	Baseline Boys	Baseline Girls	Baseline Total	Midterm Boys	Midterm Girls	Midterm Total
9	Average student attendance rate in USDA supported classrooms / schools	McGovern-Dole 2	93%	81.3%	79.0%	80.2%	90.6%	89.2%	89.9%
15	Number of schools with improved sanitation facilities	McGovern-Dole 28	66	57			87		
16	Number of schools using an improved water source	McGovern-Dole 27	90	70			94		
19	Percentage of instructional time lost due to teacher absenteeism	USAID Proposed	52%	9.1%			9.3%		
23	Percent of teachers providing quality classroom instruction with USG support	USAID Education Proposed	80%	23.4%			43.1%		
27	Percentage of school officials in target schools who demonstrate use of new and quality supervision and leadership techniques or tools	CRS Custom	10%	6.5%			9.0%		

STARS Indicator No.	Indicator Name	Indicator No.	LOP Target	Baseline Boys	Baseline Girls	Baseline Total	Midterm Boys	Midterm Girls	Midterm Total
28	Percentage of children 6–23 months receiving a minimum acceptable diet[16]	FFP #BL12	9.3%	17.0%			32.5%		
30	Percentage of parents who state their children had health-related school absences in the previous month	CRS Custom	30%	15.0%			35.0%		
34	Percentage of caregivers who report spending time on literacy activities with their school-age children in the previous week	CRS Custom	42%	15.8%			26.7%		
36	Percentage of community members who promote early childhood practices and support their children's education	CRS Custom	20%	60.1%			61.1%		

3.2 Strategic Objective 1: School-Age Children in the Savanes and Kara Regions Have Improved Literacy

The first Strategic Objective of the STARS project is the improved literacy of school-aged children in the Savanes and Kara regions. Achievement of this SO is measured through the percentage of students who,

[16] Updated MAD formula used to calculate midterm indicator. Updated baseline information is discussed later in the report. Baseline indicator presented in this table remains as originally calculated in 2020.

at the end of second grade, demonstrate that they can read and understand the meaning of grade-level text (McGovern-Dole Indicator #1). For the midterm analysis, students meet this threshold if they are able to correctly answer at least three of the five reading comprehension questions correctly, or a 60 percent accuracy score. No students assessed for the 2022 midterm met this threshold.

The proportion of students who did not answer a single item correctly on each subtask—known as a zero score—is presented in Figure 3. For zero scores, improvement is seen when less students receive a zero score. Therefore, a decrease in zero scores is what we would hope to see as the project progresses. A majority of students received zero scores in five out of the six subtasks. The proportion of students with zero scores was lowest on the letter name identification subtask (15.3 percent) and highest on the reading comprehension subtask (95.6 percent). Across all subtasks, boys had a lower proportion of zero scores than girls.

In a sign of improvement, the proportion of zero scores significantly decreased from baseline to midterm among all students on two subtasks—letter name and initial sound—among all students and on oral reading fluency among boys. Weighted ordinary least squares regressions were used to test the correlational relationship between zero scores at baseline and midterm with a 95 percent confidence threshold. Significance between the full sample is indicated with an asterisk on the total bar (in grey) and disaggregated by gender in blue (boys) and red (girls).

The proportion of zero scores significantly decreased for all students on initial sound identification from baseline to midterm. The overall percentage of students who received a zero score significantly declined from 72.0 percent at baseline to 63.5 percent at midterm. The proportion of boys with a zero score dropped from 66.0 percent at baseline to 60.0 percent, while the percentage of girls with a zero score decreased from 79.0 percent to 66.3 percent between the two time points.

The proportion of zero scores also significantly decreased for all students on letter name identification from baseline to midterm. Similar to baseline, boys and girls had the lowest proportion of zero scores on this subtask at midterm. At baseline, 38.0 percent of students overall received zero scores on the subtask, including 32.0 percent of boys and 44.0 percent of girls, while at midterm, only 15.3 percent of the total sampled population received zero scores, including 11.2 percent of boys and 18.6 percent of girls.

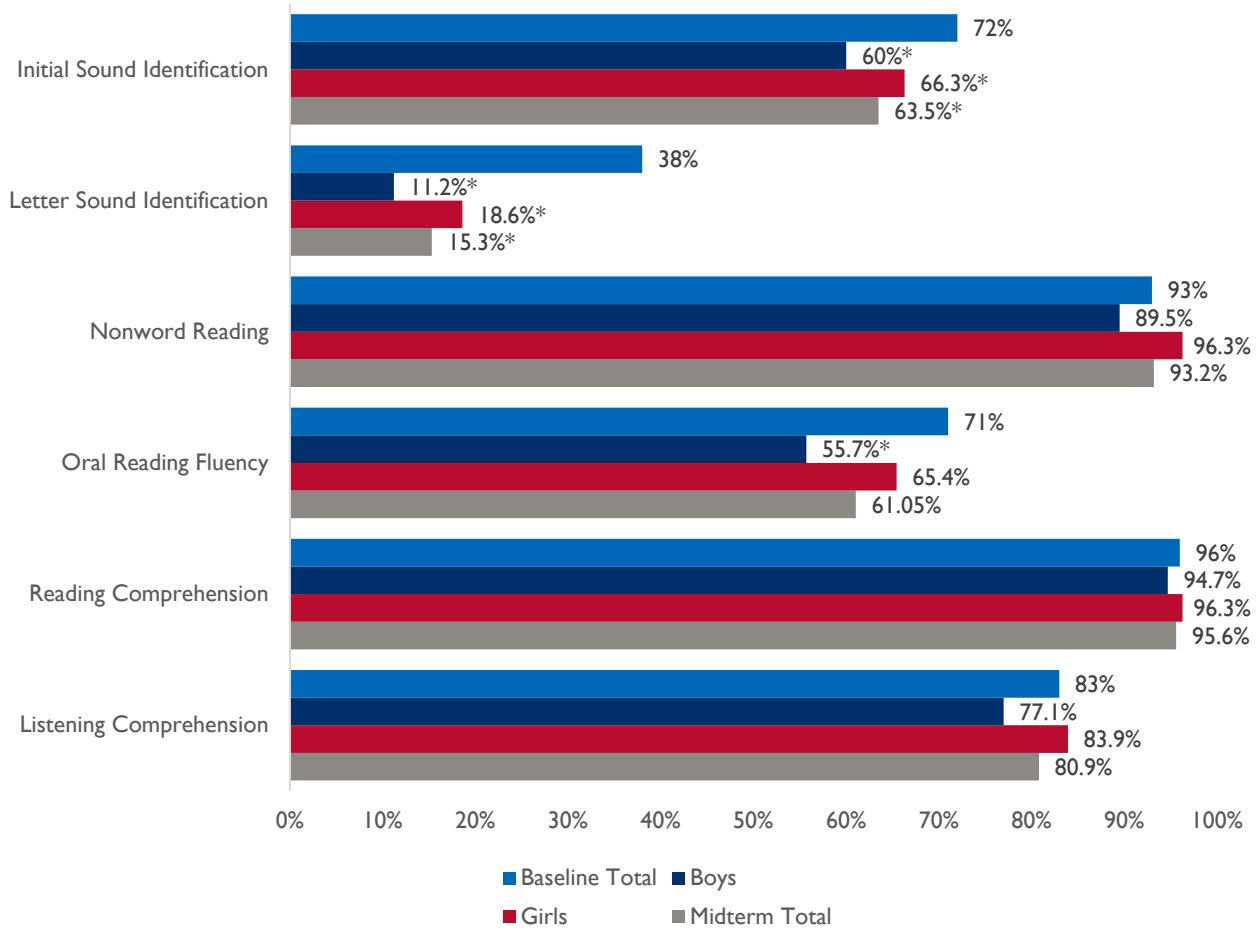
Lastly, the proportion of boys with a zero score on oral reading fluency significantly decreased, marking an improvement in performance at midterm. The percentage of boys with a zero score significantly decreased from 66.0 percent at baseline to 55.7 percent at midterm. There was not a similar significant decrease among girls.

No statistically notable changes were measured on the other subtasks; however, the data are trending positively on most of the subtasks. Specifically, although the proportion of students with zero scores did not significantly change from baseline to midterm on the other subtasks, the proportion of students receiving zero scores still decreased—from 71.0 percent at baseline to 61.1 percent at midterm on oral reading fluency (ORF), 96.0 percent to 95.6 percent on reading comprehension, and 83.0 percent to 80.9 percent on listening comprehension.

Notably, girls were significantly more likely to receive zero scores than boys at midterm on all subtasks except for reading comprehension. In fact, on reading comprehension and nonword reading, the

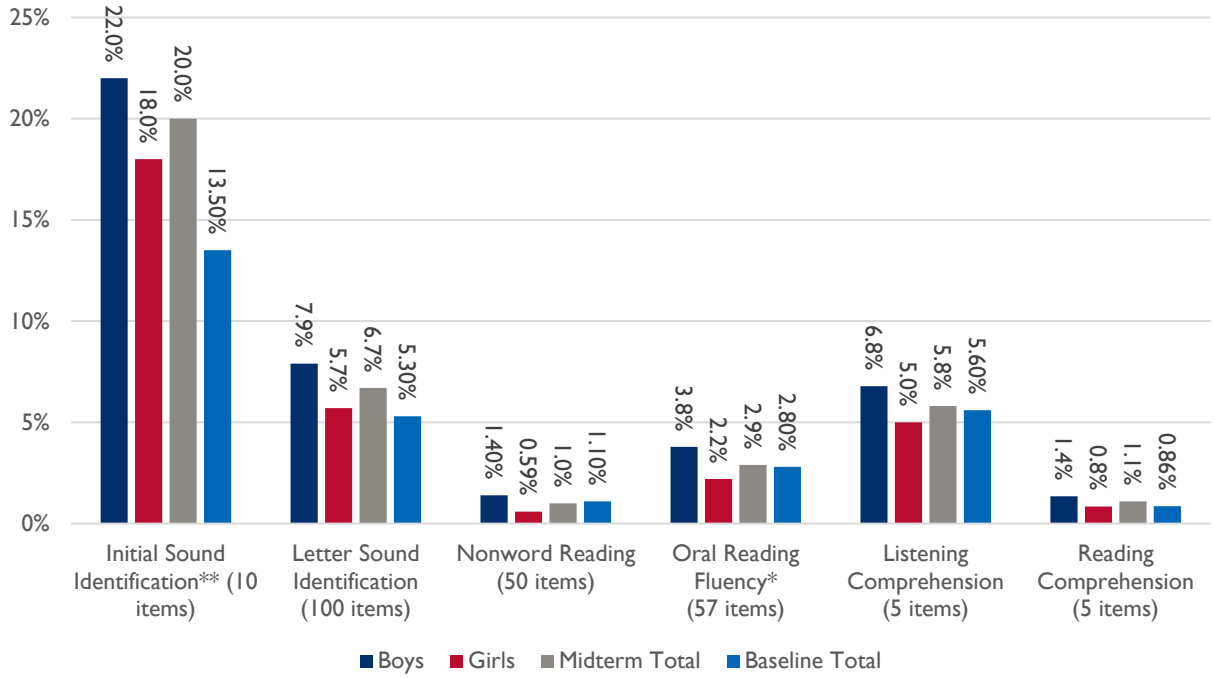
proportion of girls with zero scores increased from baseline to midterm. This trend suggests that girls could still benefit from focused interventions.

Figure 3: Percentage of Students Receiving Zero Scores by Gender



Student performance by subtask in terms of percentage of correct answers, rather than by percentage of zero scores, is presented in Figure 4, disaggregated by gender.

Figure 4: Percent Accuracy Scores for Literacy Subtasks by Gender



Mean scores for each EGRA subtask are presented in greater detail in the following section, providing a better understanding of students' reading performance. Tests were conducted to determine if the differences in mean scores between boys and girls at midterm and from baseline to midterm were statistically significant; any statistically significant differences are noted under each table.

Initial Sound Identification

For the initial sound identification subtask, enumerators read aloud 10 common words to students, one at a time. The enumerator then asked students to say the name of the letter corresponding to the word's initial sound. This subtask measures students' awareness of phonemes and their ability to distinguish among multiple phonemes.

Midterm results for the initial sound identification subtask are displayed in Table 6. Out of 10 possible items, students correctly identified on average the initial sound of two items. This was a significant increase from baseline (1.4), with scores improving significantly for both boys and girls. Gender differences persisted at midterm, with boys scoring significantly higher than girls.

Table 6: Initial Sound Identification Mean Scores by Gender (Correct out of 10)

Gender	N	Mean Score at Midterm	Percent Correct	Standard Error	Change since Baseline	P value	Significance
Boys	797	2.2	22%	0.2	Increase	0.01	*
Girls	775	1.8	18%	0.2	Increase	0.021	*
Total	1572	2	20%	0.2	Increase	0.009	*

*Note: this table presents the weighted means and percent scores. Standard errors are from the mean scores. Significance testing is conducted with regression analyses on percent scores. The symbol, *, indicates that there was a significant difference between baseline and midterm observations at the 95 percent threshold. Empty cells indicate that the difference between observations were not statistically significant.*

Letter Sound Identification

In the letter sound identification subtask, enumerators presented students with a grid of 100 uppercase and lowercase letters and asked students to say the sound of as many letters as they could in one minute. This subtask measures students' knowledge of letters of the alphabet and their ability to recognize each letter's graphemic features.

Midterm results for the letter sound identification subtask are presented in Table 7. On average, students named 6.7 letters correctly out of 100. Although this score was an increase from that of baseline (5.29), it was not statistically significant; scores improved for both boys and girls. The difference between boys' baseline and midterm scores was statistically significant. Gender differences persisted at midterm, with boys scoring significantly higher than girls.

Table 7: Letter Sound Identification Mean Scores by Sex (Correct out of 100)

Gender	N	Mean Score at Midterm	Percent Correct	Standard Error	Change since Baseline	P value	Significance
Boys	797	7.9	7.9%	0.6	Increase	0.053	*
Girls	775	5.7	5.7%	0.4	Increase	0.905	
Total	1572	6.7	6.7%	0.4	Increase	0.306	

*Note: this table presents the weighted means and percent scores. Standard errors are from the mean scores. Significance testing is conducted with regression analyses on percent scores. The symbol, *, indicates that there was a significant difference between baseline and midterm observations at the 95 percent threshold. Empty cells indicate that the difference between observations were not statistically significant.*

Nonword Reading

For the nonword reading subtask, enumerators presented students with a grid of 50 nonwords that follow French phonological and spelling rules but are not actual words in the language. Enumerators asked students to read aloud as many nonwords as possible in one minute. Nonword reading measures students' decoding skills. Midterm results for the nonword reading subtask are displayed in Table 8. Out of 50 items, students correctly read 0.52 nonwords per minute (CNWPM) on average. This score decreased slightly from the baseline measure (0.56), although the change was not significant. Notably, girls drove this decline in scores, with their average score decreasing from 0.43 CNWPM at baseline to 0.29 CNWPM at midterm. Boys' scores improved from 0.68 CNWPM at baseline to 0.81 CNWPM at midterm, but the increase was not significant. Gender differences persisted at midterm, with boys

scoring significantly higher than girls. Although collectively scores remained very low on this subtask, it is important to note that scores are usually low on this subtask scores for several reasons. The subtask is hard to adapt to local contexts, and nonword reading is a more nuanced reading skill.

Table 8: Nonword Reading Comprehension Mean Scores by Gender (Correct out of 50)

Gender	N	Mean Score at Midterm	Percent Correct	Standard Error	Change since Baseline	P value	Significance
Boys	797	0.81	1.40%	0.15	Increase	0.677	
Girls	775	0.29	0.59%	0.07	Decrease	0.105	
Total	1572	0.52	1%	0.09	Decrease	0.539	

*Note: this table presents the weighted means and percent scores. Standard errors are from mean scores. Significance testing is conducted with regression analyses on percent scores. The symbol, *, indicates that there was a significant difference between baseline and midterm observations at the 95 percent threshold. Empty cells indicate that the difference between observations were not statistically significant.*

Oral Reading Fluency and Reading Comprehension

For the oral reading fluency and reading comprehension subtasks, enumerators presented students with a short story of 57 words and asked students to read as much of the story out loud as they could in one minute. After students finished the story, enumerators read aloud as many as five comprehension questions—four direct and one inferential—to students to test their understanding of the story. The number of comprehension questions asked was linked to how much of the story students were able to read in one minute; in other words, students were not asked questions about parts of the story they did not read. Together, these two subtasks measure decoding, reading fluency, and reading comprehension.

Midterm results for the oral reading fluency subtask are presented in Table 9. Students correctly read 1.67 words per minute (CWPM) on average, which was an increase from 1.6 CWPM at baseline. This difference was not statistically significant, however. Correctly reading nearly one word more than girls, boys had statistically significantly higher mean scores at midterm than girls.

Table 9: Oral Reading Fluency Mean Scores by Gender

Gender	N	Mean Score at Midterm	Percent Correct	Standard Error	Change since Baseline	P value	Significance
Boys	797	2.16	3.79%	0.28	Increase	0.356	
Girls	775	1.2	2.2%	0.16	Decrease	0.395	
Total	1572	1.67	2.9%	0.19	Increase	0.964	

*Note: this table presents the weighted means and percent scores. Standard errors are from mean scores. Significance testing is conducted with regression analyses on percent scores. The symbol, *, indicates that there was a significant difference between baseline and midterm observations at the 95 percent threshold. Empty cells indicate that the difference between observations were not statistically significant.*

Midterm mean scores for the reading comprehension subtask are presented in Table 10. Overall, students were able to answer 0.05 questions correctly at midterm. Although the score was higher than at baseline (0.04 questions), the difference was not statistically significant. Additionally, while boys

answered on average 0.07 questions correctly, and girls only 0.04, this difference was not statistically significant.

Table 10: Reading Comprehension Mean Scores by Gender (Correct out of 5)

Gender	N	Mean Score	Percent Correct	Standard Error	Change since Baseline	P value	Significance
Boys	797	0.07	1.35%	0.34	Increase	0.667	
Girls	775	0.04	0.84%	0.21	Increase	0.423	
Total	1572	0.05	1.1%	0.3	Increase	0.352	

*Note: This table presents the weighted means and percent scores. Standard errors are from mean scores. Significance testing is conducted with regression analyses on percent scores. The symbol, *, indicates that there was a significant difference between baseline and midterm observations at the 95 percent threshold. Empty cells indicate that the difference between observations were not statistically significant.*

The distribution of students able to answer reading comprehension questions correctly is detailed in Table 11. No students were able to answer more than two questions correctly, failing to reach the threshold of four questions for reading comprehension. More students were able to answer one question correctly at midterm than at baseline.

Table 11: Distribution of Correct Reading Comprehension Questions by Gender

Number of Questions Correct	Boys	Girls	Total
0	94.7%	96.3%	95.6%
1	4.5%	3.1%	3.8%
2	0.5%	0.5%	0.5%
3	0.0%	0.0%	0.0%
4	0.0%	0.0%	0.0%
5	0.0%	0.0%	0.0%

Note: This reflects the weighted results.

Listening Comprehension

The listening comprehension subtask consisted of a short story of 38 words that the enumerator read aloud to students. The enumerator then asked students five comprehension questions related to the story—four direct and one inferential. Listening comprehension measures students' overall oral language comprehension and vocabulary. The listening comprehension subtask complements the reading passage and comprehension subtasks, enabling a better understanding of whether comprehension difficulties result from reading skills or bigger issues with comprehension of the language.

Midterm results for the listening comprehension subtask are presented in Table 12. Out of a possible five questions, students correctly answered 0.29 questions on average. Scores did not change girls from baseline to midterm and increased for boys. At midterm, a statistically significant gender difference between boys' and girls' scores emerged on the subtask. The distribution of students able to answer reading comprehension questions correctly is detailed in Table 13.

Table 12: Listening Comprehension Mean Scores by Gender (Correct out of 5)

Gender	N	Mean Score at Midterm	Percent Correct	Standard Error	Change since Baseline	P value	Significance
Boys	797	0.33	7%	0.04	Increase	0.281	
Girls	775	0.25	5%	0.03	No Change	0.45	
Total	1572	0.29	6%	0.03	Increase	0.888	

Table 13: Distribution of Correct Listening Comprehension Questions by Gender

Number of Questions Correct	Boys	Girls	Total
0	77.1%	84.0%	80.9%
1	15.7%	10.5%	12.8%
2	4.8%	3.3%	4.0%
3	1.7%	1.1%	1.3%
4	0.0%	1.2%	1.0%
5	0.0%	0.0%	0.0%

IR 1.1: Improved Quality of Literacy Instruction

Enumerators used a classroom observation tool to measure the quality of classroom literacy instruction in 77 project schools.[17] Observers observed a classroom lesson for one hour and recorded activities linked to quality instruction. Further details of the observation tool can be found in Annex E. As defined by the CRS standard classroom observation tool, **43.1 percent[18] of observed teachers met the threshold**, scoring at least five out of nine on the quality instruction index.[19] The range of teachers' composite scores of overall quality literacy instruction is shown in To further understand the improvement in the quality of literacy instruction measure we ran individual analyses for each of its components. In doing so, we can test what individually has improved since baseline. Aspects of this composite that significantly improved since baseline were: learning opportunities to develop expressive language skills, that the teacher spoke French, teachers reading books to help children listen and speak, learning opportunities to promote fine motor skills, learning opportunities that allow children to engage in gross motor skills activities, and learning activities that promote free choice or open play.

[17] It is important to note that the observation itself, having an observer in the classroom, could bias the results. Specifically, that instructors might engage in different, potentially more rigorous, behaviors when being observed. Steps were taken to try to mitigate this, primarily randomly selecting the classroom to be observed on the day of the observation.

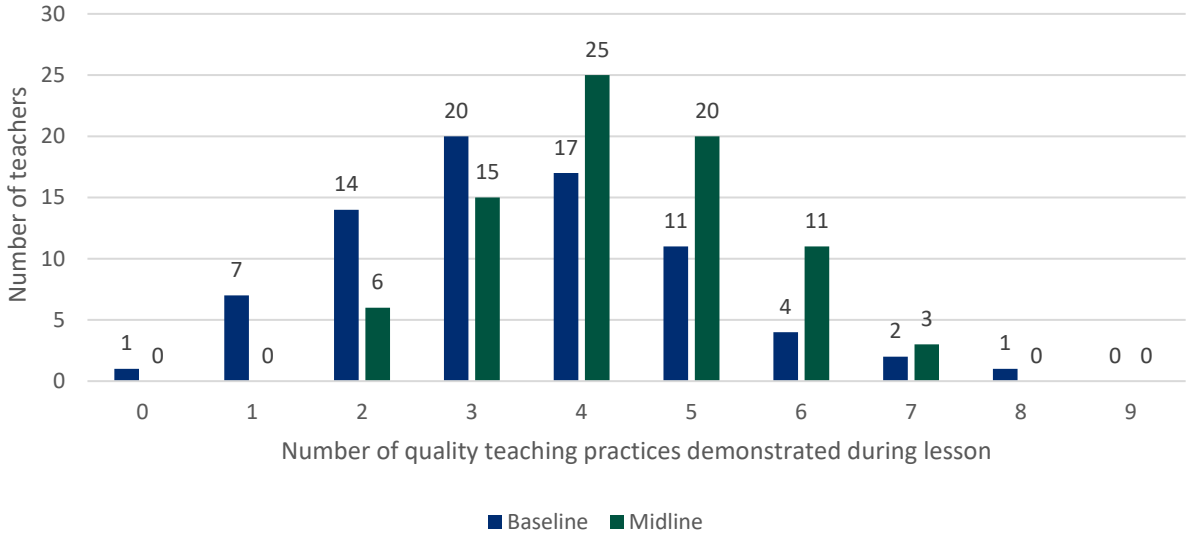
[18] This total reflects the weighted total; unweighted total is 34.

[19] The classroom observations observed both math and literacy activities; only items relevant to literacy were used to calculate the score. In cases where an item was skipped, the item score was treated as zero. Each question was equally weighted. This means that all activities were given a possible score of 1. While some items were treated as a binary yes or no (e.g., "did the instructor speak French?"), a number of questions used ordinal response items, asking the enumerator to rate the quality of an activity. In this case each question received a total possible score of 1, with each rating incrementally increasing in value from 0 (e.g., 1-4 will be transferred to .25, .5, .75, 1 respectively).

Figure 5 which depicts the frequency of classrooms for each total number of observed literacy instruction items. For example, we can see that at midterm (graphed in red) 20 classrooms were observed with 5 of the attributes from the quality literacy instruction measure.[20]

To further understand the improvement in the quality of literacy instruction measure we ran individual analyses for each of its components. In doing so, we can test what individually has improved since baseline. Aspects of this composite that significantly improved since baseline were: learning opportunities to develop expressive language skills, that the teacher spoke French, teachers reading books to help children listen and speak, learning opportunities to promote fine motor skills, learning opportunities that allow children to engage in gross motor skills activities, and learning activities that promote free choice or open play.

Figure 5: Range of Teachers' Quality Literacy Scores at Baseline and Midterm



IR 1.1.1 More Consistent Teacher Attendance

Enumerators asked the head teacher at each sampled school (n=80) a series of questions about teacher attendance, including the number of teachers in the official school records, the number of teachers present the day of midterm data collection, and the average number of hours per school day teachers are estimated to be teaching.[21] For context, 77 schools were sampled at baseline.

These individual questions were used to calculate the percent of instructional time lost due to teacher absenteeism, as seen in Table 14. It is estimated that, across 80 schools, 240.6 hours of teaching time were lost due to teacher absenteeism, or 9.3 percent. This proportion is the same as what was found at baseline.

[20] Following recent best practices, this analysis calculated weights at the school level rather than applying student level weights to classroom analyses. Retrospective analysis on baseline records reports small deviations from results presented at baseline. Figure 5 reports results for baseline and midterm from this updated analysis.

[21] In cases where records of teaching time were abnormally high (over 13 hours, as high as 63 hours), average time responses were reverted to the mean. In cases where any one of the records were missing, the case was dropped (this only affected a single record). Results presented in Table 14 are unweighted.

Table 14: Instructional Time Lost Due to Teacher Absenteeism

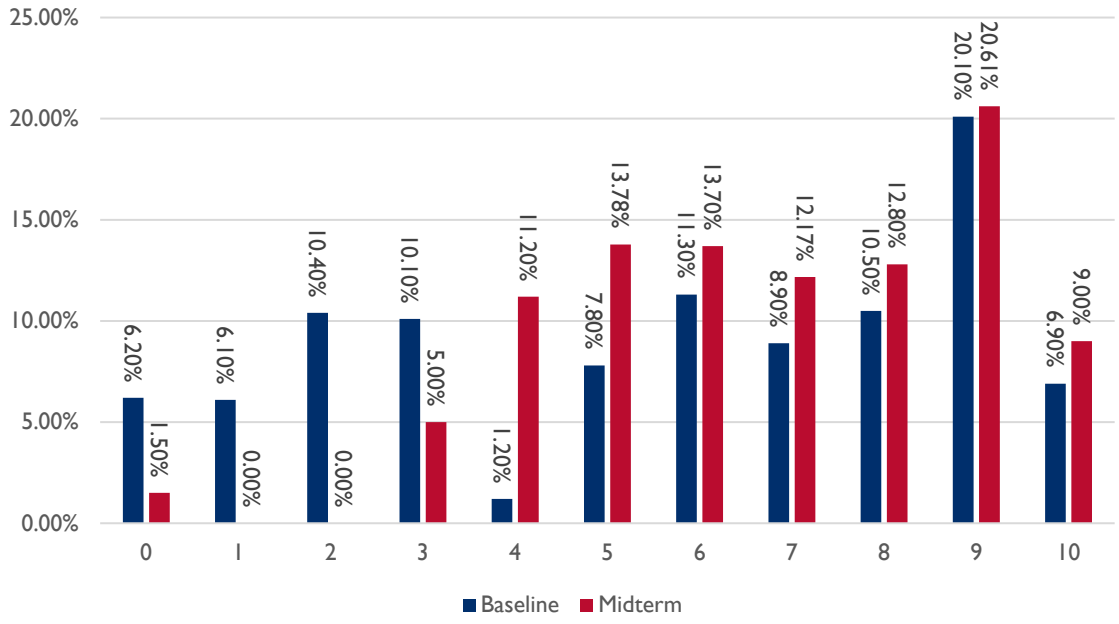
Valid Schools	80
Teachers Enrolled (total hours)	2,565.6
Teachers Present (total hours)	2,325
Estimated Hours Lost	240.6
Estimated Percentage Lost	9.3%

IR 1.1.5 Increased Skills and Knowledge of School Administrators

Enumerators asked the head teacher at each sampled school (n=80) questions about the school's management tools. These tools included a record of daily teacher attendance, a teacher task list, visual teaching aids and teaching materials, an inventory book, and school records. Out of 10 possible items, a head teacher was considered to be using quality supervision techniques and tools if an enumerator observed or was shown all 10 items.

The frequency of observed quality supervision tools at baseline and midterm is illustrated in Figure 6. The number of observed quality supervision tools significantly increased from baseline to midterm.[22] Components of the composite that increased since baseline are as follows: teacher attendance logbook, gold book, visitor logbook, school records, inventory book, visual teaching supports, teacher task list, and teacher attendance board.

Figure 6: Frequency of School Officials Using Quality Supervision Tools



[22] Chi-squared test, p-value (0.00), weighted sample.

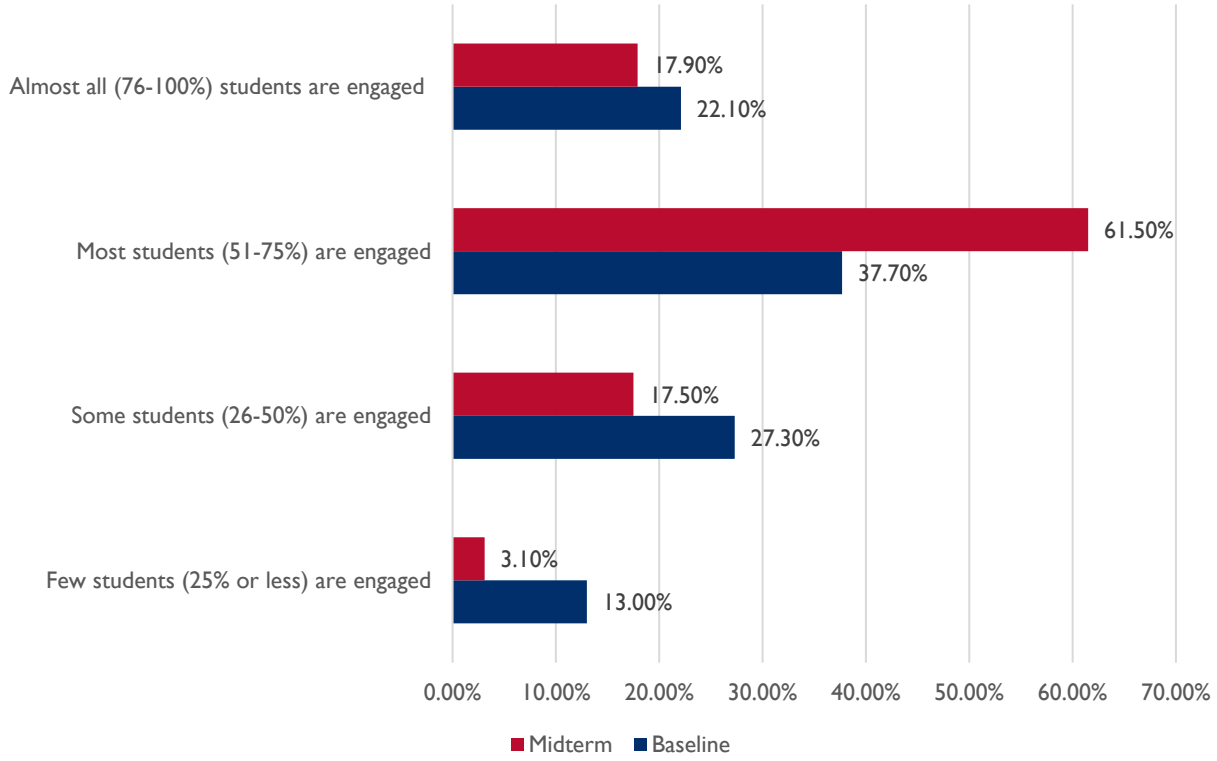
IR. 1.2: Improved attentiveness

As part of classroom observations, enumerators rated students' level of engagement during the lesson in one of four categories:

1. Few children (25 percent or less) are engaged for most of the observation;
2. Some children (26 percent to 50 percent) are engaged for most of the observation;
3. Most children (51 percent to 75 percent) are engaged for most of the observation; and
4. Almost all of the children (76 percent to 100 percent) are engaged for most of the observation.

Student attentiveness significantly improved from baseline to midterm (as shown in Figure 7). If a majority of students were engaged for most of the observation—categories 3 and 4—the classroom was considered "attentive." At midterm, 79.4 percent of observed classrooms were "attentive," compared with 59.7 percent at baseline.

Figure 7: Proportion of Attentive Classrooms Observed



IR 1.2.1: Reduced Short-Term Hunger

In order to evaluate the effect of CRS interventions on hunger, the midterm analysis looks into two measures: minimum dietary diversity (MDD) and minimum meal frequency (MMF). The data for these measures was collected from parents, not students. These two measures are then used to calculate minimum acceptable diet (MAD). MAD refers to the proportion of children 6–23 months of age who receive a MAD (apart from breast milk).

MDD refers to the proportion of children 6–23 months of age who receive food from four or more food groups. Parents were asked, *"Now I want you to take a minute and think about all the food that was*

prepared yesterday for your youngest child over 6 months of age and under 2 years of age who eats solid foods. Did you give..?:"[23]. Observations were coded as meeting the MDD requirements if parents listed four or more food groups. Results are listed in Table 15. Although more parents met the threshold for MDD at midterm than at baseline, this difference was not significant.

MMF refers to the proportion of breastfed and non-breastfed children 6–23 months of age who receive solid, semi-solid, or soft foods (but also including milk feeds for non-breastfed children) the minimum number of times or more.[24] While significantly more parents indicated that they breastfed their infant at midterm—98.2 percent at midterm compared with 90.0 percent at baseline—the number of solid meals that a parent fed their infant at midterm remained similar to baseline.

The percentage of children between 6–23 months receiving a MAD was calculated by combining the frequency and diversity of children's diets. At midterm, 32.5 percent of parents had children who met the MAD threshold.

Table 15: Minimum Dietary Diversity

Minimum Dietary Diversity at Midterm	Percentage
MMD: Children 6–23 months of age who receive foods from 4 or more food groups	
Yes	49.61%
No	50.39%
MMF: Was *child* breastfed yesterday, during the day, or at night?	
Yes	98.17%
No	1.83%
MMF: How many times did child eat solid, semi-solid or soft foods other than liquids yesterday during the day or at night?	
Mean	3.28
Minimum Acceptable Diet (MDD & MMF)	
Yes	32.47%
No	67.53%

Note: this table presents the weighted percentages.. Significance testing is conducted with regression analyses on percent scores.

IR 1.3: Improved Student Attendance

School enrollment figures were collected as part of the head teacher survey, while enumerators recorded school attendance by counting the number of students in class as part of classroom and school observations, as illustrated in Figure 8. These measures of student attendance and enrollment were used to determine the average student attendance rate in project schools.

There are two different ways to investigate the enrollment and attendance data per school provided by the head teachers. The first is to look at the average observations, reflected in Table 16. At midterm schools on average had lower enrollment thaSn at baseline (271.8 down from 311.2). Despite lower

[23] Participants were asked to consider only one child during this portion of the survey. The list of options included: Oatmeal, bread, rice, pasta or other foods derived from cereals; Pumpkin, carrots, squash or sweet potatoes with yellow or orange flesh vs. White-fleshed potatoes, white-fleshed yams, cassava or other tubers; All dark green leafy vegetables; Ripe mangoes, ripe papayas, néré, pomander, watermelon, or orange?; other fruits and vegetables; Liver, kidney, heart or other organs; Meats such as beef, pork, lamb, goat, chicken or duck; eggs; Fresh or dried fish, shellfish or seafood; Dishes or foods containing beans, peas, lentils, nuts or seeds; Cheese, yogurt or other dairy product; Oil, fat or butter or any food containing it

[24] The minimum number of times is considered: 2 times for breastfed infants 6–8 months, 3 times for breastfed children 9–23 months, 4 times for non-breastfed children 6–23 months.

enrollment, attendance significantly increased on average from 200.3 per school to 237.4 per school. Overall, we see significant improvements from baseline in average attendance rates in both girls and in total. The difference between boys' attendance rates at baseline and midterm is not significant but is an increase.

Table 16: Average Enrollment and Attendance by School

	Gender	Baseline (N=77)	Midterm (N=80)
Average Attendance Rate (%)	Boy	85.7%	88.0%
	Girl	83.5%	86.3%
	Total	84.7%	87.2%

*Note: This table presents the unweighted attendance data from baseline to midterm. Significance testing is conducted with regression analyses on percent scores. The symbol, *, indicates that there was a significant difference between baseline and midterm observations at the 95 percent threshold. Empty cells indicate that the difference between observations were not statistically significant. Baseline attendance and enrollment data was re-calculated and analyzed to compare to midterm according to recent best practices.*

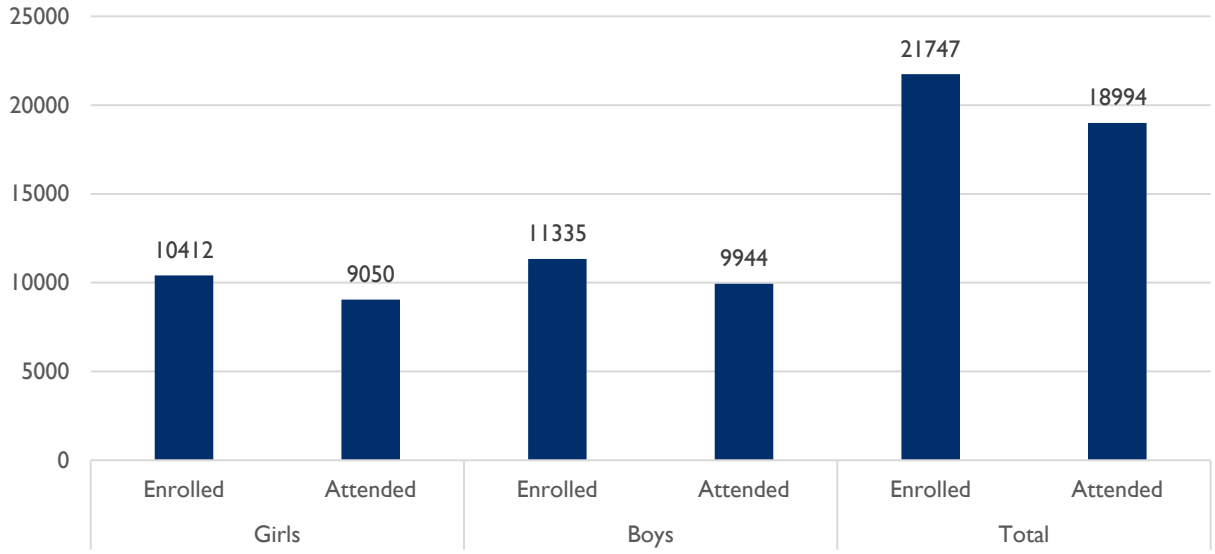
The second way to look at attendance is to sum the overall enrollment and attendance data across all schools for an overall project total. The results of this analysis are shown in Table 17. Overall enrollment across the 80 schools sampled at midterm is lower than observed at the 77 in baseline. However, attendance increased. Collectively, this results in higher overall attendance rates observed across sampled schools at midterm.

Table 17: Total Enrollment and Attendance Across Schools by Gender

Measure	Gender	Baseline (N=77)	Midterm (N=80)
Total Enrollment	Boy	9,646	11335
	Girl	8,751	10412
	Total	18,397	21747
Total Attendance	Boy	8,269	9944
	Girl	7,305	9050
	Total	15,574	18994
Total Attendance Rate	Boy	85.7%	87.7%
	Girl	83.5%	86.9%
	Total	84.7%	87.3%

Note: This table presents the unweighted attendance data from baseline to midterm. Baseline attendance and enrollment data was re-calculated and analyzed to compare to midterm according to recent best practices.

Figure 8: Project Data - Total Number of Students Present and Enrolled at Project Schools by Gender at Midterm



IR 1.3.2: Reduced Health-Related Absences

For the parent survey, which was administered to three parents at each school, respondents were asked about student absences over the past month and the cause of the absences. About two in five parents—or 37.1 percent—stated that at least one of their children missed school in the past month. As shown in Table 18, **34.4 percent of all parents responding** stated that their child (or children) missed school over the past month due to illness. Of those that stated their child missed school, 94.1% noted that it was because of illness. This is a significant increase from baseline.

Table 18: Parent Responses to Reasons for Child Absence

*Have any of your children missed school in the past month?**	Percent	N	*Did they miss school because of an illness?**	N	Percent
No	62.87%	146			
Yes	37.13%	94	Yes	89	94.1%

Note: This table presents the weighted percentages and unweighted frequencies.

IR 1.3.5: Increased Community Understanding of the Benefits of Education

Percentage of caregivers spending time on literacy activities with their children in the previous week

Enumerators asked parents and caregivers whether they supported their children's learning and engaged in literacy activities at home.[25] STS first examined the percentage of caregivers who reported spending time on literacy activities with their school-age children in the previous week. The proportion

[25] If the respondent answered "don't know" to all questions, it was not included in analysis.

of parents who supported their children's learning and engaged in literacy activities at home by helping their children with their homework in the last week decreased significantly from baseline to midterm, as shown in Table 19. Only 26.3 percent of parents stated that they helped their children with their homework in the last week. This is less than at baseline where 33.3% of parents stated that they helped their children with homework in the last week. However, the percentage of parents who said they read letters and recited the lesson significantly increased from baseline to midterm.

Table 19: Parent Responses to Homework Support and Literacy Activities Within Past Week

*Did you help your children with their homework in the last week?**	*Percent*	*If yes, for which types of activities?*	*Percent*
No	73.76%		
Yes	26.26%	Reading letters*	45.2%
		Reading words	7.4%
		Reading texts	5.2%
		Math	13.7%
		Reciting the lesson*	7.7%

*Note: * Significant change from baseline at the .05 level*

Percentage of community members who promote early childhood practices and support their children's education

For the broader indicator of the percentage of community members who promote early childhood practices and support their children's education, STS looked across the entire sample of parents and caregivers by calculating the percentage of parents who participated in broader at-home education activities *beyond* the past week. These activities included the following four things:

1. Telling stories to children;
2. Having children read aloud to parents;
3. Asking children what they learned in school; and
4. Helping children with their homework or having another family member help with homework

About three of five respondents—61.1—reported having participated in three or more of these education activities with their child or children at home, as shown in Table 20, which is a significant increase from baseline (60.1 percent).

Table 20: Distribution of Home-Based Education Activities[26]

Number of home-based education activities*	Percentage	% of parents reporting at least 3 home-based education activities
0	9.4%	
1	10.9%	

[26] Baseline data from parents was re-calculated and analyzed to compare to midterm according to recent best practices. Data presented is weighted.

2	19.4%	
3	39.0%	61.1%
4	21.1%	

Note: chi-squared test p-value (0.00)

Correlational Analysis: What Drives Literacy Outcomes

Additional analyses were conducted to investigate drivers of literacy outcomes in the midterm sample. Weighted ordinary least squares regressions were performed on each subtask reported in Table 21. The level to which a student agrees that their teacher helps them is significantly correlated with higher literacy scores across all subtasks. Alternatively, results for the most part suggest these observational measures related to a student's living situation are not correlated with literacy outcomes. The main subtask where we do observe relationships between a student's home life, initial sounds, the direction of the relationship is mixed. Lastly, the relevancy of learning as perceived by students has mixed results, mainly correlated with higher scores on lower-level subtasks.

The strongest relationship seen in the midterm sample is between student perception of teacher helpfulness. Students were asked "Do your teachers help you do better in school?,"[27] and student stating higher frequency of teacher helpfulness is correlated with higher scores on all the subtasks. Notably, however, school attendance rate has no relationship with any of the subtasks on the literacy assessment.

Looking at if a learner's parent speaks French, we only see it significantly related to increases on initial sound scores. Having a latrine at home, a proxy for economic status, is not correlated with any literacy outcomes. Having books at home has a significant negative relationship with the initial sound subtask but is not correlated with any other subtasks. Having electricity at home, among the midterm sample, is correlated with higher listening comprehension.

Lastly, we find mixed results when looking at whether students believe the information they are learning in school in useful in their daily lives. Higher levels of perceived usefulness is related with higher scores on letter sound, nonword reading, and oral reading fluency.

Table 21: Regression Analyses on the Relationship between Observational Data and Literacy Outcomes[28]

	Initial Sound	Letter Sound	Nonword Reading	Oral Reading Fluency	Reading Comprehension	Listening Comprehension
Do your teachers help you do better in school?	Y (Positive)	Y (Positive)	Y (Positive)	Y (Positive)	Y (Positive)	Y (Positive)

[27] Answer outcomes: The teachers do not help you. The teachers help you sometimes. The teachers help you most of the time. The teachers help you all the time.

[28] OLS regressions were conducted between learners' observational data and literacy outcomes by gender. Y indicates that, yes, they are significantly correlated at the 95% confidence threshold. N indicates that, no, they are not correlated at the 95% confidence threshold.

	Initial Sound	Letter Sound	Nonword Reading	Oral Reading Fluency	Reading Comprehension	Listening Comprehension
Average School Attendance Rate	N	N	N	N	N	N
Do your parents / guardians speak French?	Y (Positive)	N	N	N	N	N
At your home, is there a latrine?	N	N	N	N	N	N
At your home, are there books?	Y (Negative)	N	N	N	N	N
At your home, is there electricity?	N	N	N	N	N	Y (Positive)
Does what you learn at school help you in your daily life?	N	Y (Positive)	Y (Positive)	Y (Positive)	N	N

Body Mass Index

At midterm, enumerators were able to collect learners' weight and height, in addition to the learning assessment data and observational data. Body mass index (BMI) was calculated using the height and weight measurements and then compared to the body mass index-for-age scale. Children who are considered underweight have a BMI-for-age under < 5th percentile.[29] The 5th percentile for BMI-for-age is listed in .

[29] Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000).

Table 22: BMI-for-age Underweight by Age and Gender[30]

Gender	Age	5th Percentile BMI
Girls	8	13.5
	9	13.75
	10	14
Boys	8	13.6
	9	13.75
	10	14

On average, BMI scores for learners measured at midterm were not considered underweight. Girls on average had an average BMI of 14.93 (listed in), which is higher than the highest threshold of 5th percentile cutoff of age 10 girls, which is a BMI of 14. Boys on average had an average BMI of 15.13 (listed in), which is higher than the highest 5th percentile cutoff for age 10 boys; a BMI of 14. Boys' BMI scores were significantly higher than girls (p=0.018).

Table 23: Learner Weight, Height, and BMI by Gender[31]

	Average Weight	Average Height	Average BMI
Girls	26.20 kg	135.38 cm	14.93
Boys	30.44 kg	130.50 cm	15.13
Total[32]	28.01 kg	132.69 cm	15.02

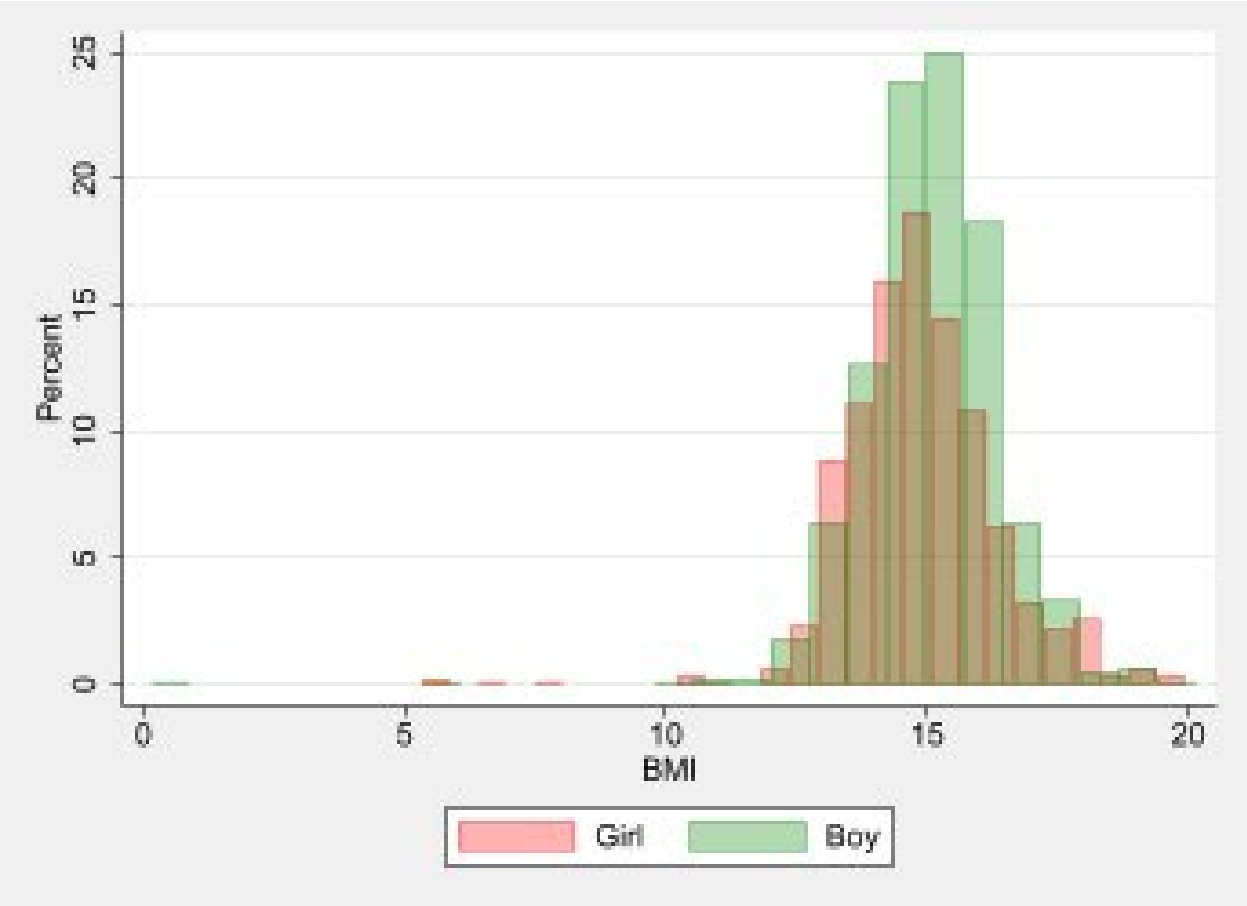
However, some of the learners included in this study fell below this 5th percentile threshold. As displayed in , a minority of learners sampled had BMIs below the threshold for their age—90 learners total, including 49 girls and 41 boys. While BMI was not measured at baseline due to COIVD-19 safety guidelines, BMI will be collected at endline with the goal of measuring both if there is a change in the average BMI of learners but more importantly if the number of learners below the five percent threshold decreased.

[30] Source: For Girls https://www.cdc.gov/growthcharts/data/set2/chart-16.pdf; For Boys https://www.bcm.edu/cnrc-apps/bodycomp/cdcBMIboys.pdf

[31] Weight, height, and BMI data in this table is weighted. BMI was calculated using the following formula: [weight (kg) / height (cm) / height (cm)] x 10,000. Learners whose height was recorded under 70 cm were dropped with the assumption of data collection error.

[32] There is a statistically significant difference between the BMI scores of girls and boys (p=.018).

Figure 9: Body Mass Index by Gender



BMI was not correlated with learners' literacy outcomes at midterm. Weighted ordinary least squares regressions were performed on each subtask disaggregated by gender (reported in). As indicated by N, no regression analyses resulted in a relationship with a statistical probability exceeding the 95 percent confidence level.

Table 24: Regression Analyses on the Relationship between BMI and Literacy Outcomes[33]

	Initial Sound	Letter Sound	Nonword Reading	Oral Reading Fluency	Reading Comprehension	Listening Comprehension
BMI (Girls)	N	N	N	N	N	N
BMI (Boys)	N	N	N	N	N	N
BMI (Total)	N	N	N	N	N	N

There were some limitations to the midterm BMI measures that should be noted. The first was that measurement in the field did produce some errors. The first came mainly from data entry where input mistakes resulted in bias in the data. These errors were cleaned and dropped from this analysis. Additional training on inputting weight and height should be included at endline. The second is that BMI

[33] OLS regressions were conducted between learners' BMI and literacy outcomes by gender. Y indicates that, yes, they are significantly correlated at the 95% confidence threshold. N indicates that, no, they are not correlated at the 95% confidence threshold.

is a subjective measure greatly affected by crop seasons (and therefore, food availability). It is likely that students' BMI fluctuates significantly during the year .When the evaluation was conducted in November, the seasons were transition from the hot-dry period to the rainy season.

3.3 Strategic Objective 2: Communities in the Savanes and Kara Regions have increased use of improved health, nutrition, and dietary practices

Sanitation facilities have significantly improved from baseline to midterm at the 80 sample schools. Findings on sanitation facilities at the 80 sampled schools are presented in Table 25. Fewer schools had no toilets available—from 29 at baseline to 24 at midterm—and more schools had composting toilets—from 10 at baseline to 18 at midterm.

Table 25: Sanitation Facilities at Sampled Schools

	Baseline		Midline*	
	Frequency	**Percent**	**Frequency**	**Percent**
No toilets available (only in the bush or in the fields)	29	37.7%	24	29.40%
The toilets are pit latrines or buckets	38	49.4%	38	46.90%
The toilets are composting toilets	10	13.0%	18	23.70%
Total	77		80	

Note: Percentages reflect weighted totals and frequencies depict unweighted total. Due to weights, percent totals may not equal to 100. Regression analysis was used to determine statistical significance between baseline and Midterm using weights.

Additionally, the quality of sanitation facilities has significantly increased from baseline to midterm. As shown in Table 26, nearly all toilets were functional (95.86 percent) at midterm, compared with only three out of four toilets at baseline (93.8 percent).

Table 26: Sanitation Facilities at Sampled Schools

	Baseline		Midline*	
	Frequency	**Percent**	**Frequency**	**Percent**
Not functional	3	6.3%	2	4.14%
Functional	45	93.8%	36	95.86%
Total	48		38	

Note: Percentages reflect weighted totals and frequencies depict unweighted total. Due to weights, percent totals may not equal to 100. Regression analysis was used to determine statistical significance between baseline and midline using weights. Enumerators were asked to verify the source and indicate if it was functional or not.

Handwashing systems have also significantly improved in sampled schools since baseline. As detailed in Table 27, the percentage of schools with running water or a hand pour system and soap increased from 36.4 percent at baseline to 48.7 percent at midterm. Further, the proportion of schools with no handwashing option present during the observation decreased 7 percentage points from baseline to endline.

Table 27: Handwashing Facilities at Sampled Schools

	Baseline		Midline	
	Frequency	Percent	Frequency	Percent
No handwashing station at the school	24	31.2%	21	24.10%
Shared basin or bucket (handwashing is done in water; water does not flow or is not poured)	8	10.4%	11	12.20%
Hand pouring system with used water separated from water to clean hands but without soap	17	22.1%	12	15.00%
There is running water OR a hand pour system (with the wastewater separated from the clean water for washing hands) AND soap	28	36.4%	36	48.70%
Total	77	-	80	-

Note: Percentages reflect weighted totals and frequencies depict unweighted total. Due to weights, percent totals may not equal to 100. Regression analysis was used to determine statistical significance between baseline and midterm using weights.

There was no significant change in the level of accessibility in handwashing stations in sampled schools since baseline. According to observations, of the schools that did have some form of handwashing station the percentage of schools that did not have handwashing stations accessible to the youngest children or children with disabilities increased from 7.6 percent at baseline to 15.59 percent at midline, but this difference was not statistically significant (shown in Table 28).

Table 28: Accessibility of Handwashing Facilities at Sampled Schools

	Baseline		Midline	
	Frequency	Percent	Frequency	Percent
Not accessible to the youngest children or children with disabilities	4	7.6%	8	15.59%
Accessible to the youngest children OR children with disabilities	6	11.2%	2	3.29%
Accessible to the youngest children AND children with disabilities	43	81.1%	49	81.11%
Total	53	-	59	-

Note: percentages reflect weighted totals and frequencies depict unweighted total. Due to weights, percent totals may not equal to 100. Regression analysis was used to determine statistical significance between baseline and midterm using weights.

IR 2.5: Number of schools using an improved water source

The proportion of schools with an improved water source increased nearly 10 percentage points from baseline to endline—from 33.8 percent to 44.1 percent. As shown in Table 29, although the proportion increased, the change was not statistically significant. The proportion of schools with no water available

did not change much from baseline to midterm, with more than half of schools observed both at baseline and midterm with no water available.

Table 29: Water Sources at Sampled Schools

	Baseline		Midline	
	Frequency	Percent	Frequency	Percent
No water available at school. Water, if present, is provided by parents, children, or staff	45	58.4%	42	54.33%
Available water is: Unprotected inground well / spring, untreated rainwater, surface water	6	7.8%	0	0.00%
Available water is a cart with a small tank / drum or a protected spring	0	0.00%	1	1.56%
The available source of sanitary water is running water, a public tap, treated rainwater, a protected dug well, or bottled water	26	33.8%	37	44.11%
Total	77	-	80	-

Note: Percentages reflect weighted totals and frequencies depict unweighted total. Due to weights, percent totals may not equal to 100. Regression analysis was used to determine statistical significance between baseline and midline using weights.

The functionality of water sources significantly improved from baseline to midterm. Of the 38 schools with water sources observed at midterm, 95.86 percent of them were functioning, as shown in Table 30. This was a significant improvement from baseline.

Table 30: Status of Water Source

	Baseline		Midline*	
	Frequency	Percent	Frequency	Percent
Not Functional	8	25.0%	2	4.14%
Functional	24	75.0%	36	95.86%
Total	32	-	38	-

Note: Percentages reflect weighted totals and frequencies depict unweighted total. Due to weights, percent totals may not equal to 100. Regression analysis was used to determine statistical significance between baseline and midterm using weights. Enumerators were asked to verify the source and indicate if it was functional or not.

4. Evaluation Questions

This section provides a direct response to the evaluation questions investigated and documented in the midterm evaluation drawn from the findings.

Question 4 in the Learning Agenda's Health Evidence Gaps section: "What systems of community

health care governance are the most effective at sustaining the delivery of health interventions through school meal programs?"

Teachers and Head Teachers have shown themselves to be effective actors in their roles as educators. At midterm, they were observed in higher numbers to be using quality teaching practices and supervision tools.

Students are still experiencing high rates of school absences due to illness as reported by parents. While illness cannot always be prevented, the project could consider including handwashing and hygiene education programs and materials to be shared with parents and schools. This could increase the effectiveness of sustaining the delivery of health interventions.

The role of parents as actors in promoting and sustaining the delivery of health interventions could be further strengthened. More parents could be encouraged to participate in additional educational activities at home with their children.

Question 5 in the Learning Agenda's Education/Literacy Evidence Gaps section: "What are the differences in educational outcomes from school meal programs between malnourished or undernourished children and those who are not?"

Educational outcomes have increased in project schools between baseline and midterm evaluations. Both girls and boys were significantly less likely to receive zero scores on the lower-level subtasks. While we are unable to attribute this growth causally the project interventions without an appropriate comparison group, following the theory of change the school feeding interventions are likely one of the factors driving this change.

Looking at the results of the special study, there is no correlation between BMI and any of the learning outcomes measured during this evaluation. Regression analyses were performed studying the correlation between BMI and subtask scores and no relationship was found between increased BMI and higher learning outcomes.

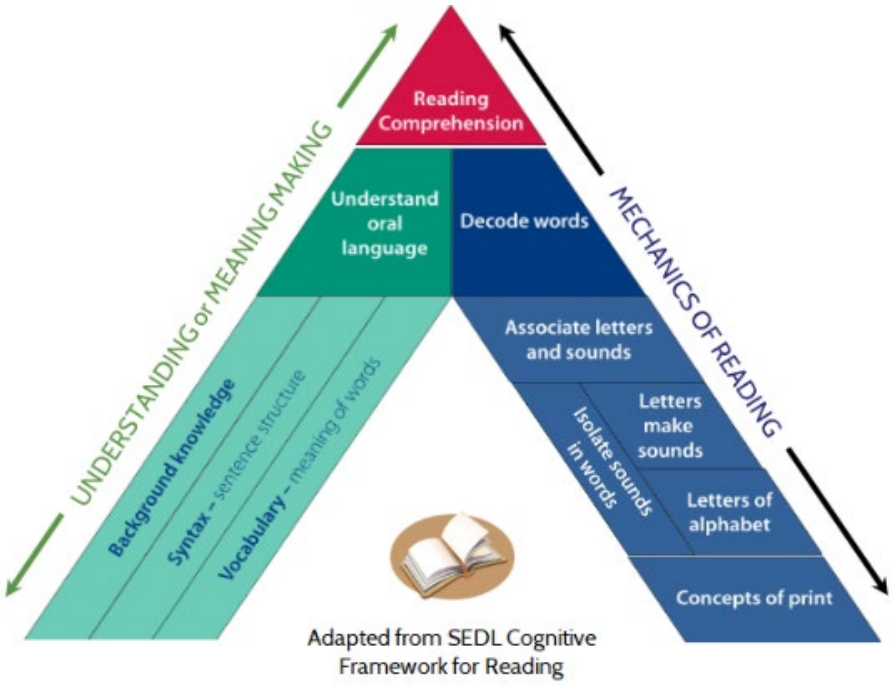
A scope condition presented by the question above, the comparison between malnourished and undernourished, is potentially misaligned with the project context. As the BMI numbers suggest, only a small portion of learners fall into the under-nourished category, let alone present as malnourished. At endline, the study could consider broadening its measurement of learners experience with school meal programs in order to explore the complexities of this relationship.

5. Lessons Learned and Effective Practices

By comparing the results of this midterm evaluation to the baseline study, the STARS project's impact on students' progression in their fundamental reading skills has been examined, as measured by the EGRA subtasks. Using the Southwest Educational Development Laboratory's (SEDL) Cognitive Framework for Reading, it is possible to map EGRA subtasks to reading skills as follows:[34]

[34] Sebastian Wren, The Cognitive Foundations of Learning to Read: A Framework. Southwest Educational Development Laboratory, 2001. https://sedl.org/reading/framework/framework.pdf

Figure 10: Reading Skills Framework with EGRA Subtask Mapping



Understanding or Meaning Making	Mechanics of Reading	Reading Comprehension
• Listening Comprehension	• Initial Sound Identification • Letter Sound Identification • Nonword Reading • Oral reading fluency	• Reading Comprehension

A total of 1,582 CE1 students participated in the EGRA during the midterm evaluation. The EGRA was administered in French, which is the official language of instruction in Togo. Students completed a listening comprehension subtask, which assessed students' basic understanding or meaning-making abilities in French. For this subtask, consisting of five questions about a story read aloud in French, students were only able to answer 0.29 questions correctly, which shows the CE1 student population has a very limited ability in understanding the French language. Listening comprehension among sampled students has not significantly improved since baseline.

Four EGRA subtasks speak to students' abilities with the mechanics of reading. Students must master these necessary building blocks to progress to reading comprehension. Literacy and reading instruction in the early grades—including those grades targeted by the STARS project—often focus predominantly on these skills. On average, students correctly responded to two out of 10 items on the initial sound identification subtask, which was a significant increase from baseline but still ultimately low. On the letter sound identification subtask, students correctly identified 6.7 letters out of 100 in one minute, on average, which was an increase from baseline but not a significant one. For nonword reading, on average, students correctly read 0.52 words out of 50 in one minute, which was a marginal decrease from baseline but not significant. Students read on average at a rate of 2.9 words per minute on the oral

reading fluency subtask at midterm, which was a significant increase from baseline. Grade 3 students at midterm have improved on some of the essential lower-level reading skills, but they had considerable opportunity to improve these skills in these areas, especially considering the large proportion of zero scores on with these subtasks.

The final subtask—reading comprehension— measures students' ability to utilize the mechanics of reading, demonstrate fluency, and understand a passage's meaning. It is the most advanced EGRA subtask, as it measures the ultimate goal of literacy—comprehension. Similar to their baseline performance, grade 3 students scored low on reading comprehension at midterm. On average, students were not able to correctly answer a single reading comprehension question, with the average number of questions correctly answered only 0.05. Reading comprehension did not significantly improve from baseline to midterm.

The proportion of students unable to provide a single correct response on each subtask was often high. On the initial sound identification subtask, 63.5 percent of students were not able to correctly respond to even one of the five items. Still, it was a significant decrease from baseline. The letter sound identification subtask had the lowest proportion of students with a zero score, with only 15.3 percent of students not being able to correctly identify at least one letter sound in one minute. This was a significant decrease since baseline. These significant changes are mechanical reflections of the changes in mean scores on these lower-level literacy skills. On the nonword reading subtask, 93.2 percent of students were not able to correctly read a single nonword. When presented with a reading passage, 61.1 percent of students were not able to read a single word. Linked to the reading passage subtask, the reading comprehension questions also had a high number of zero scores, as 95.6 percent of students were not able to correctly answer a single reading comprehension question. On listening comprehension, 80.9 percent of students were unable to answer a single question correctly. The proportion of zero scores on these subtasks, excluding nonword reading, are all trending down from baseline to midterm.

The project's largest impacts can be seen in lower-level reading skills, the best practices utilized by school personnel, and with improvement to school sanitation facilities. The literacy findings suggest that the project interventions have made the largest impact on lower-level literacy skills. Both boys and girls were significantly less likely to receive zero scores—to not answer a single item correctly on a subtask—on the letter name identification and initial sound identification subtasks. The proportion of teacher demonstrating quality teaching practices during a lesson improved from baseline to midterm. Further, the number of quality supervision tools being used at schools increased from baseline to midterm. In parallel there was also an observed change in student behavior with higher levels of attendance and engagement. Lastly, school infrastructure significantly improved with greater access to latrines and running water.

6. Recommendations

STS proposes the following recommendations for CRS for both project implementation, as well as things to consider for the endline evaluation.

6.1 Implementation Recommendations

- **Examine existing student and teacher French language abilities.**
  Overall student performance, particularly on listening comprehension, indicates that students have a limited ability to understand spoken French. The project may want to consider undertaking more targeted research into the reasons for this gap in comprehension. Additionally, the project should consider what this means for collecting data from students outside of the literacy assessment. The project may want to consider strategies to ensure students are understanding what they are being asked if the questions are in French.
- **Interventions related to SO2 should focus on drinking water sources.**
  At midterm, although notable improvements of school facilities were observed, upgrades of water facilities remain necessary. Project interventions could make an impact by focusing on water source accessibility. Specifically, it should look focus on schools with no access to water at the school as within these schools there was no change since baseline.
- **Examine gender constraints within target communities.**
  Girls' underperformance compared with boys deserves further exploration and may warrant a specific focus within the project to address the underlying causes of these gender disparities. These gender gaps appear to either be remaining stagnant or even growing when comparing baseline to midterm. Project interventions should focus resources specifically targeted to girls' literacy.
- **Recommendations to increase literacy levels.**
  Project interventions aimed at increasing literacy need to center around increasing instructional time during the day is devoted to reading in school. Importantly, this reading needs to be done in French:

    - One strategy to increase time during the day reading would be to engage with parents and guardians to encourage reading in French in the home. For households who are fluent in French, co-reading should be integrated into daily home habits. The project might support this by distributing reading materials to learners' families. In households where parents or guardians are not comfortable using French, dual language materials including both French and local language translation could be created to support reading in the home. A potential missing actor that could be brought in to increase learners' reading exposure is a learner's sibling, they may have more fluency with French and could be encouraged to participate in co-reading.
    - Another recommendation is to encourage teachers to collaborate across subjects to incorporate reading into other subjects such as mathematics. For example, word problems written in French would help increase the amount of instructional time learners spend reading during the day.
    - A large component of reading fluency and comprehension is vocabulary. Teacher trainings, materials, and instructional time should prioritize vocabulary in French. Materials could be developed in both local languages and in French to support this development both within the classroom and if provided to families at home.

6.2 Recommendations for Endline Evaluation

- **Data collection methods on BMI should be refined to ensure measurement validity.** BMI was collected for the first time at midterm. In review of this process, better procedures can be developed to ensure data recording is more robust. STS, with the support of IHfRA, could include this refined process as an addition to the current training and practiced during the pilot training day.
- **The project could consider the addition of qualitative data collection to contextualize results.** Both the widening of the gender differences as well as the backsliding in measures on parent behavior could be investigated more deeply with focus groups or semi-structured interviews.
- **The possibility for modification to the Early Grade Reading Assessment should be considered.** Performance on the nonword subtask – the measurably low outcomes – suggest that this subtask may not be appropriate for either the context or the grade level. Removing this subtask might be considered to decrease fatigue or frustration on the part of the students which will ultimately increase data validity. The project could consider running an equating exercise (another full Egra or some sub-tasks) at endline which would allow them to pilot another EGRA to see if learners perform better on the new tool. Learners would still be given the tool from baseline so the results will be comparable. This equating measure could be conducted in French or a local language. Critical to the success of this would be holding an adaptation workshop that worked with local teachers, ministry of education officials, and other key actors to update the EGRA specifically for the Togolese context. If given in to learners in their preferred local languages, the evaluation could discuss learners' performance across languages.
- **Modify existing survey items, indicators, or definitions to allow for greater accuracy during data collection.**
  CRS should consider reviewing existing indicators and definitions within their Performance Monitoring Plan to identify any areas for clarification or refinement. Corresponding changes could be made to the tools to reflect more nuanced definitions and indicators. Specifically, reviewing indicators related to school absences, as well as teacher and administrator behavior, are recommended. Specifically, the project should reconsider the reading comprehension threshold set in indicator one.

Annexes

Annex A: Bibliography

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Annex B: Updated Indicator Performance Tracking Table

No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
1	School-Age Children in the Savanes and Kara Regions Have Improved Literacy (SO 1)	SO1	Raising awareness on importance of education (Activity 12)	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Standard #1	0%	0%
2	School-Age Children in the Savanes and Kara Regions Have Improved Literacy (SO 1)	SO1	Provide school meals (Activity 11)	Number of individuals benefiting indirectly from USDA-funded interventions	Standard #31	0	105,196
3	Communities in the Savanes and Kara Regions Have Increased Use of Improved Health, Nutrition and Dietary Practices (SO 2)	IR 2.1	Raise awareness on health, nutrition and WASH (Activity 12)	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Standard #19	0%	0
4	Communities in the Savanes and Kara Regions Have Increased Use of Improved Health, Nutrition and Dietary Practices (SO 2)	SO2	Training: Food preparation and storage practices (Activity 15)	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Standard #20	0%	796
5	Communities in the Savanes and Kara Regions Have Increased Use of Improved Health, Nutrition and Dietary Practices (SO 2)	SO2	Provide school meals (Activity 11)	Number of individuals participating in USDA food security programs	Standard #30	0	78,430
6	Communities in the Savanes and Kara Regions Have Increased Use of Improved Health, Nutrition and Dietary Practices (SO 2)	SO2	Provide school meals (Activity 11)	Number of schools reached as a result of USDA assistance	Standard #32	0	138
7	Improved Quality of Literacy Instruction (IR 1.1)	IR 1.1	Training: Teachers (Activity 18)	Percent of teachers providing quality classroom instruction with USG support	USAID Education Proposed	0%	43.1%
8	IR 1.2 Improved Attentiveness	IR 1.2	Provide school meals (Activity 11)	Percent of students in target schools identified as attentive during class/instruction	Custom	59.7%	74.9%

No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
9	Improved Student Attendance (IR 1.3)	IR 1.3	Take home rations (Activity 14)	Average student attendance rate in USDA supported classrooms/schools	Standard #2	80.2%	89.9%
10	Increased Knowledge of Safe Food Prep and Storage Practices (IR 2.2)	IR 2.2	Training: Food preparation and storage practices (Activity 15)	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Standard #22	0	1,102
11	Improved Knowledge of Health and Hygiene Practices (IR 2.1)	2.1	Raise awareness on health, nutrition and WASH (Activity 12)	Number of individuals trained in child health and nutrition as a result of USDA assistance	Standard #23	0	0
12	Increased Knowledge of Nutrition (IR 2.3)	IR 2.3	Raise awareness on health, nutrition and WASH (Activity 12)	Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	Standard #24	0	10,662
13	Increased Knowledge of Nutrition (IR 2.3)	IR 2.3	Raise awareness on health, nutrition and WASH (Activity 12)	Number of pregnant women reached with nutrition-specific interventions through USDA-supported programs	Standard #26	0	3,688
14	Increased Access to Clean Water and Sanitation Services (IR 2.4)	IR 2.4	Raise awareness on health, nutrition and WASH (Activity 12)	Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	Standard #25	0	8,253
15	Increased Access to Clean Water and Sanitation Services (IR 2.4)	IR 2.4	Building/ Rehab: Latrines (Activity 2)	Number of schools with improved sanitation facilities	Standard #28	57	87

No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
16	Increased Access to Clean Water and Sanitation Services (IR 2.4)	IR 2.5	Building/ Rehab: Wells and water stations/ systems (Activity 4)	Number of schools using an improved water source	Standard #27	70	94
17	Increased Access to Clean Water and Sanitation Services (IR 2.4)	IR 2.5	Building/ Rehab: Latrines (Activity 2)	Percent of health and nutrition infrastructure, constructed as a result of USDA assistance, maintained by communities/local authorities	Custom	0%	100%
18	Increased Access to Requisite Food Prep and Storage Tools and Equipment (IR 2.6)	IR 2.6	Building/ Rehab: Kitchens (Activity 1)	Number of Schools receiving energy saving stoves	Custom	0	3
19	More Consistent Teacher Attendance (Sub-IR 1.1.1)	Sub-IR 1.1.1	Promote teacher attendance (Activity 10)	Percent of instructional time lost due to teacher absenteeism	USAID Education Proposed	9.3%	9.3%
20	More Consistent Teacher Attendance (Sub-IR 1.1.1)	Sub-IR 1.1.1	Promote teacher attendance (Activity 10)	Number of schools implementing the use of school score cards	Custom	0%	0
21	Better Access to School Supplies and Materials (Sub-IR 1.1.2)	Sub-IR 1.1.2	Distribution School supplies and materials (Activity 6)	Number of teaching and learning materials provided as a result of USDA assistance	Standard #3	0	83,289
22	Increased Skills and Knowledge of Teachers (Sub-IR 1.1.4)	Sub-IR 1.1.4	Training: Teachers (Activity 18)	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Standard #4	0%	313
23	Increased Skills and Knowledge of Teachers (Sub-IR 1.1.4)	Sub-IR 1.1.4	Training: Teachers (Activity 18)	Percentage of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Custom	23.4%	43.1%

No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
24	Increased Skills and Knowledge of Teachers (Sub-IR 1.1.4)	Sub-IR 1.1.4	Training: Teachers (Activity 18)	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Standard #5	0	421
25	Increased Skills and Knowledge of School Administrators (Sub-IR 1.1.5)	Sub-IR 1.1.5	Training: School admins (Activity 17)	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Standard #6	0%	31
26	Increased Skills and Knowledge of School Administrators (Sub-IR 1.1.5)	Sub-IR 1.1.5	Training: School admins (Activity 17)	Number of school administrators and officials trained or certified as a result of USDA assistance	Standard #7	0	146
27	Increased Skills and Knowledge of School Administrators (Sub-IR 1.1.5)	Sub-IR 1.1.5	Training: School admins (Activity 17)	Percent of school officials in target schools who demonstrate use of new and quality supervision and leadership techniques or tools	Custom	6.5%	9.0%
28	Reduced Short-Term Hunger (Sub-IR 1.2.1)	Sub-IR 1.2.1	Take home rations (Activity 14)	Percent of children 6–23 months receiving a minimum acceptable diet	FFP #BL12	17.0%	32.47%
29	Increased Economic and Cultural Incentives (Sub-IR 1.3.1)	Sub-IR 1.3.1	Provide school meals (Activity 11)	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Standard #17	0	50,805
30	Reduced Health-Related Absences (Sub-IR 1.3.2)	Sub-IR 1.3.2	Raise awareness on health, nutrition and WASH (Activity 12)	Percent of parents who state their children had health-related school absences in the previous month	Custom	15.0%	34.94%
31	Improved School Infrastructure (Sub-IR 1.3.3)	Sub-IR 1.3.3	Building/ Rehab: Kitchens (Activity 1)	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Standard #8	0	224
31	Improved School Infrastructure (Sub-IR 1.3.3)	Sub-IR 1.3.3	Building/ Rehab: Kitchens (Activity 1)	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance **[Warehouses]**	Standard #8	0	119

No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
31	Improved School Infrastructure (Sub-IR 1.3.3)	Sub-IR 1.3.3	Building/ Rehab: Kitchens (Activity 1)	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance **[Kitchens, cook areas]**	Standard #8	0	76
31	Improved School Infrastructure (Sub-IR 1.3.3)	Sub-IR 1.3.3	Building/ Rehab: Kitchens (Activity 1)	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance **[Latrines]**	Standard #8	0	16
31	Improved School Infrastructure (Sub-IR 1.3.3)	Sub-IR 1.3.3	Building/ Rehab: Kitchens (Activity 1)	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance **[Improved water sources]**	Standard #8	0	13
32	Increased Student Enrollment (Sub-IR 1.3.4)	Sub-IR 1.3.4	Raising awareness on importance of education (Activity 13)	Number of students enrolled in school receiving USDA assistance	Standard #9	0%	50,805
33	Increased Student Enrollment (Sub-IR 1.3.4)	Sub-IR 1.3.4	Raising awareness on importance of education (Activity 13)	Number of schools that held an enrollment campaign.	Custom	0	138
34	Increased Community Understanding of the Benefits of Education (Sub-IR 1.3.5)	Sub-IR 1.3.5	Establish activities to promote literacy (Activity 7)	Percent of caregivers who report spending time on literacy activities with their school-age children in the previous week	Custom	15.8%	26.26%
35	Increased Community Understanding of the Benefits of Education (Sub-IR 1.3.5)	Sub-IR 1.3.5	Raising awareness on importance of education (Activity 13)	Number School Management Committee (SMC) and Parent Teacher Association (APE) members, and Mother Leaders trained on activities to promote literacy	Custom	0	1,443

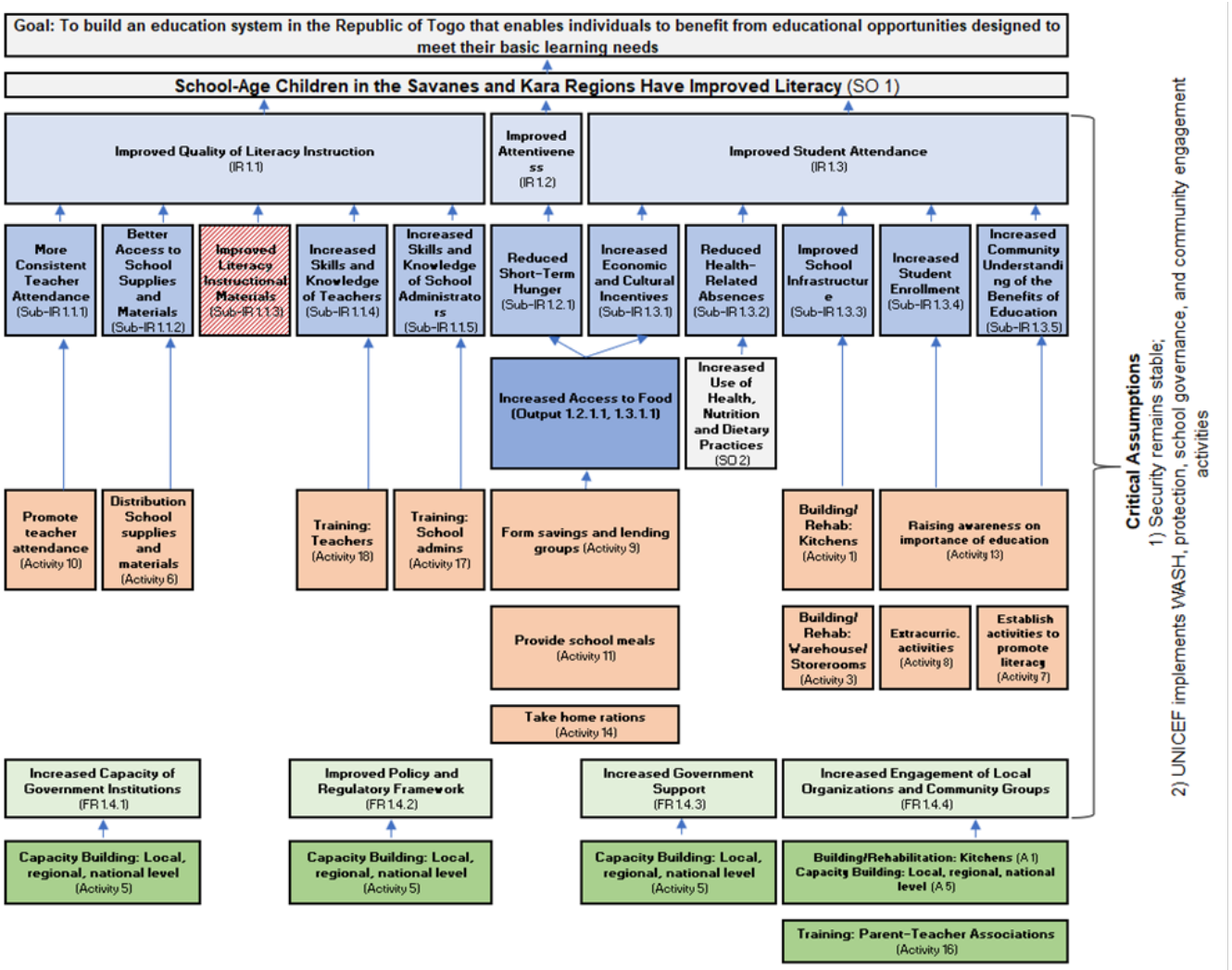
No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
36	Increased Community Understanding of the Benefits of Education (Sub-IR 1.3.5)	Sub-IR 1.3.5	Establish activities to promote literacy (Activity 7)	Percent of community members who promote early childhood practices and support their children's education	Custom	60.1%	61.1%
37	Increased Access to Food (Output 1.2.1.1, 1.3.1.1)	Output 1.2.1.1, 1.3.1.1	Take home rations (Activity 14)	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Standard #14	0	230
38	Increased Access to Food (Output 1.2.1.1, 1.3.1.1)	Output 1.2.1.1, 1.3.1.1	Take home rations (Activity 14)	Number of individuals receiving take-home rations as a result of USDA assistance	Standard #15	0	12,214
39	Increased Access to Food (Output 1.2.1.1, 1.3.1.1)	Output 1.2.1.1, 1.3.1.1	Provide school meals (Activity 11)	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Standard #16	0	7,754,804
40	Increased Access to Food (Output 1.2.1.1, 1.3.1.1)	Output 1.2.1.1, 1.3.1.1	Provide school meals (Activity 11)	Number of social assistance beneficiaries participating in productive safety net as a result of USDA assistance	Standard #18	0	63,019
41	Increased Access to Food (Output 1.2.1.1, 1.3.1.1)	Output 1.2.1.1, 1.3.1.1	Form savings and lending groups (Activity 9)	Number of individuals participating in group-based savings, micro-finance or lending programs with USDA assistance	FFPr Standard #6	0	2,664
42	Increased Capacity of Government Institutions (FR 1.4.1)	FR 1.4.1	Capacity Building: Local, regional, national level (Activity 5)	Number of members of the interministerial steering committee conducting monitoring visits to targeted schools	Custom	0	5

No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
43	Improved Policy and Regulatory Framework (FR 1.4.2) Improved Policy and Regulatory Framework (FR 2.7.2)	FR 1.4.2/ 2.7.2	Capacity Building: Local, regional, national level (Activity 5)	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Standard #10	0	3
44	Increased Government Support (FR 1.4.3) Increased Government Support (FR 2.7.3)	FR 1.4.3/ 2.7.3	Capacity Building: Local, regional, national level (Activity 5)	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Standard #11	0	$748,801
45	Increased Government Support (FR 1.4.3) Increased Government Support (FR 2.7.3)	FR 1.4.3/ 2.7.3	Capacity Building: Local, regional, national level (Activity 5)	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition **[Host Government amount]**	Standard #11	0	$251,492
46	Increased Government Support (FR 1.4.3) Increased Government Support (FR 2.7.3)	FR 1.4.3/ 2.7.3	Capacity Building: Local, regional, national level (Activity 5)	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition **[Private]**	Standard #11	0	$135,937
47	Increased Government Support (FR 1.4.3) Increased Government Support (FR 2.7.3)	FR 1.4.3/ 2.7.3	Capacity Building: Local, regional, national level (Activity 5)	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition **[Other public sector]**	Standard #11	0	$361,372
48	Increased Engagement of Local Organizations and Community Groups (FR 1.4.4)	FR 1.4.4	Training: Parent-Teacher Associations (Activity 16)	Number of Parent Teacher Associations (APE) or similar school governance structure supported as a result of USDA assistance	Standard #13	0	138
49	Increased Engagement of Local Organizations and Community Groups (FR 1.4.4)	FR 1.4.4/ Output 1.2.1.1, 1.3.1.1	Form savings and lending groups (Activity 9)	Number of public private partnerships formed as a result of USDA assistance	Standard #12	0	107

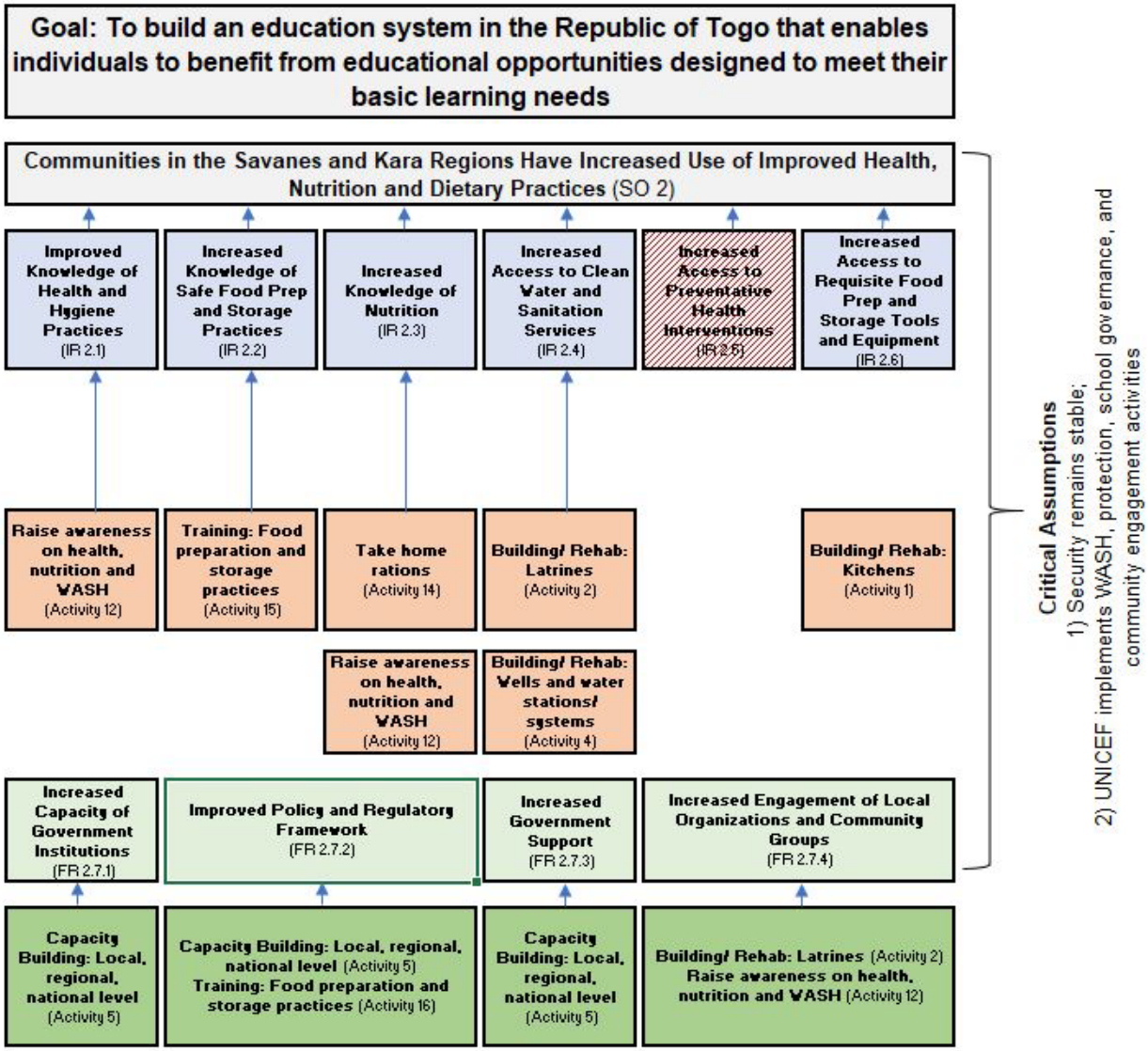
No.	Results framework statement	RF	Activity	Performance Indicator	Standard or CRS Custom	Baseline	Midterm
	Increased Access to Food (Output 1.2.1.1, 1.3.1.1)						
50	School-Age Children in the Savanes and Kara Regions Have Improved Literacy (SO 1)	SO1	Raising awareness on importance of education (Activity 12)	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can correctly identify letter sounds	Custom	5.3%	4.3%

Annex C: Results Framework for STARS Project

Strategic Objective 1 (SO1)



Strategic Objective 2 (SO2)



Annex D: Terms of Reference for the Evaluation

TERMS OF REFERENCE (TOR)

Baseline, Midterm and Final Evaluation

Republic of Togo McGovern Dole FY20-FY24

1. Purpose and Overview:

The purpose of these Terms of Reference (TOR) is to outline the conditions and responsibilities of the external evaluator who will undertake the baseline, midterm evaluation and final evaluation of the *Santé, Transformation et Apprentissage pour une Réussite Scolaire* (STARS)[35] project, a USDA-funded McGovern-Dole International Food for Education project in the Republic of Togo.

Please note these ToR and its annexes are subject to donor approval, and thus may change before contract signing.

Note these ToR rely heavily on Annex 1. Evaluation Plan for the STARS project; specific relevant sections are outlined below. The external evaluator should be very familiar with Annex 1, and Annex 2. Indicator Performance Tracking Table (IPTT), in addition to the USDA's Food Assistance Indicators and Definitions and its Monitoring and Evaluation Policy. Finally, the external evaluator should also be very familiar with Annex 5, the project's Performance Monitoring Plan (PMP).

The midterm evaluation will be conducted by the same firm who carried out the baseline evaluation, School to School (STS). STS will still be allowed to carry out the midterm evaluation due to the high quality of work they did during the project baseline survey.

2. Project Background:

Section 2 of Annex 1 provides an overview of the STARS project.

3. Evaluation Purpose, Scope, Approach, and Methodology:

Please note that Section 3 of Annex 1 provides an overview of evaluation activities including stakeholders, anticipated data collection tools, the STARS Results Framework, and sample size requirements. Section 8 of Annex 1 describes special studies for which the external evaluator will be responsible

Information in this section, and in Annex 1, outline the standards expected of the external evaluator during data collection and analysis. Justified deviations from these standards, after consultation with CRS, are possible.

COVID-19 Precautions: CRS will require the external evaluator to propose and implement a satisfactory plan to mitigate the spread of COVID-19 during the data collection phase of the baseline evaluation (and further evaluations, if need be). This COVID-19 plan needs to include contingencies for study design, trainings, data collection, analysis and reporting, and budget implications.

Example of contingency measures in Togo to avoid spread of COVID-19 are:

- working in well ventilated room;
- sensitization of participants on anti-COVID 19 measures before the beginning of all training;
- physical distancing of at least 1 meter between participants during working sessions and training on the field.

[35] In English: "Health, Transformation and Learning for School Success"

- systematic wearing of masks during working sessions and training on the field.
- hand washing using water and hydroalcoholic gel by all participants during working sessions and training on the field;
- No gathering of persons more 50 persons

Anti-COVID-19 training modules are available at CRS to help STS establish the mitigation measures, in case of need.

Data Collection Tools. The selected external evaluator, STS, will work with CRS to update the baseline evaluation tools, keeping in mind the project's PMP. These tools will be completed by additional ones developed by STS to address the evaluation questions related to DAC criteria of relevance, effectiveness, efficiency, impact and sustainability.

Use random samples and document any sample bias due to non-random sampling. Representative samples should always be selected randomly, ideally from a list or using a random walk, etc. However, often due to resource constraints, sample selection bias does occur. This frequently happens due to security constraints that prevent study teams from reaching an off-limits area or when the rosters from which individuals or clusters are randomly selected are outdated, and it would prove too costly or impossible to locate those randomly selected. In this case, in the limitations section of the evaluation report, describe any sources of bias as best as possible.

For example, if students are not present in school the day of evaluation, how do absent students differ from those present? Does a t-test of means show that the proportion of key groups (gender, ethnicity, geographic area)[36] in the sample is the same as those that were not included? If not, how might the sample be biased? How else might students not present that day be different? Might they not perform as well on literacy tests, etc. because they might frequently miss school?

Check for statistical differences in outcome-level indicators over time. The mid-term and final evaluations should, at minimum, check for statistical differences between baseline and respective report values. This will can be via a t-test; however, a preferred general specification would be:

$$Outcome_{its} = Intercept + Midterm_t + Final_t + Female_i + Strata_s + \varepsilon_{its}$$

where

- $Outcome_{its}$ is the outcome indicator of interest for individual *i* at time *t* (baseline, midterm, or final) in strata *s*;
- $Midterm_t$is a binary variable taking the value 1 if the data was collected during the midterm evaluation, and zero otherwise;
- $Final_t$is a binary variable taking the value 1 if the data was collected during the final evaluation, and zero otherwise (only relevant at final evaluation);
- $Female_i$ is a binary variable taking the value 1 if individual *i* is female, and zero otherwise;
- $Strata_s$ is a vector of binary variables for each stratum (excluding one to avoid the dummy variable trap);
- $\varepsilon_{its}$is the error-term that should be clustered at the cluster-level during analysis.

Ideally, a table with each indicator of interest could be presented per row, with the coefficient (or marginal value when using probit/ logit models) and standard errors for the midterm, final, and female indicators in columns. It is not necessary to present marginal values per stratum. The specification can be adapted if the outcome indicator is not at the individual level, not stratified, or not clustered.

Sample weights. Sample weights should always be used when providing unconditional descriptive statistics (means or totals) for the underlying population. However, results from regression analyses, would ideally report unweighted and

[36] The analyst may not have much information about students not present. However, based on student names and school locations, they might at least have this information.

weighted results, and where there are differences, include a discussion of the underlying reasons. For example, observations from a school that has 90 second-graders vs. 30 will carry 3 times the weight; if there are heterogenous project effects for large vs. small schools (e.g. larger schools have a higher teacher/ student ratio; perhaps this lack of student attention results in poorer educational outcomes, etc.) then the conditional means might be different for weighted vs. unweighted analyses (Solon, Haider, and Wooldridge 2015).

Clustered or stratified samples and regression analysis. When reporting weighted conditional means from regression analyses, weighted values should use the appropriate weighted counterpart (e.g. weighted least squares, weighted maximum likelihood, etc.).

Additionally, because observations within a cluster are likely correlated, standard errors should always be clustered at the cluster-level (Cameron and Miller 2015). Statistical packages have functions for this; the appropriate function will vary depending on the method of analysis.
Control for any sample stratification in regression analyses by using binary variables for each stratum (excluding one to avoid the dummy variable trap).

Population Proportional to Size (PPS) cluster selection may not appropriate. PPS is a quantitative sample selection methodology commonly used to account for the size of clusters when selecting them in the first stage of evaluation studies, in which every person in every cluster has an equal probability of being selected into the sample. If, in the second stage, a simple random sample is used to select each individual among all individuals in the cluster, then the sample is "self-weighting" and no sample weights need be applied at the analysis stage.
Analysts of data collected via a PPS-selected sample should understand that if the sample was stratified, or if a simple random sample was not used in the second stage, then the sample is not self-weighting and sample weights must be used.

At the analysis stage, the Hansen-Hurwitz or Horvitz-Thompson estimators should be used to estimate the sample mean, and variance in any regression models (Hansen and Hurwitz 1942, Horvitz and Thompson 1952).

When using PPS, the measure of size should be accurate, otherwise it will over- or underestimate the sample variance, as compared to simple random selection of clusters (Thomsen, Tesfu, and Binder 1986), despite using the estimators described above. Even if baseline measures of size are accurate, if using a repeated cross-section (schools are commonly maintained across all three evaluation points) when evaluating in the same clusters at midterm or final evaluation and the "size" of the clusters changes notably over time (likely to occur, as we expect enrollment to increase as a result of project activities), the same issue of mis-estimating the sample variance will occur.

For all these reasons, using PPS is likely too complex and not appropriate for these evaluations, and therefore not recommended. In lieu of PPS, clusters and individuals can be selected via a random sample, and sample weights used in analysis.

Project indicators. The project Indicators Table below (table1) is the updated version, taking into account the values of the indicators obtained at the baseline evaluation. Only the nineteen indicators marked with a or c in Table 1 will be collected during the midterm evaluation. These indicators include the ones who had been measured during the baseline (indicators related to project activities with zero values before the baseline because the activities did not start) and others with non-zero values before baseline and for which the values will be updated after the midterm evaluation, due to the implementation of the project activities. All individual-level data must be disaggregated by gender.

Table 1. STARS Project Indicators

Performance Indicator	USDA Standard/ CRS Custom	Baseline
1. Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text [a]	Standard #1	0%
2. Number of individuals benefiting indirectly from USDA-funded interventions [b]	Standard #31	0
3. Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance [c]	Standard #19	0
4. Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance [c]	Standard #20	0
5. Number of individuals participating in USDA food security programs [b]	Standard #30	0
6. Number of schools reached as a result of USDA assistance [b]	Standard #32	0
7. Percent of teachers providing quality classroom instruction with USG support [c]	USAID Ed Supp-10	0%
8. Percent of students in target schools identified as attentive during class/instruction [c]	Custom	60%
9. Average student attendance rate in USDA supported classrooms/schools [c]	Standard #2	80.2%
10. Number of individuals trained in safe food preparation and storage as a result of USDA assistance [b]	Standard #22	0
11. Number of individuals trained in child health and nutrition as a result of USDA assistance [b]	Standard #23	0
12. Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs[b]	Standard #24	0
13. Number of pregnant women reached with nutrition-specific interventions through USDA-supported programs [b]	Standard #26	0
14. Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs [b]	Standard #25	0
15. Number of schools with improved sanitation facilities [c]	Standard #28	57
16. Number of schools using an improved water source [c]	Standard #27	70
17. Percent of health and nutrition infrastructure, constructed as a result of USDA assistance, maintained by communities/local authorities [c]	Custom	0%
18. Number of Schools receiving energy saving stoves [b]	Custom	0
19. Percent of instructional time lost due to teacher absenteeism [c]	USAID Ed Supp-11	9.3%
20. Number of schools implementing the use of school score cards [c]	Custom	0
21. Number of teaching and learning materials provided as a result of USDA assistance [b]	Standard #3	0
22. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance [c]	Standard #4	0
24. Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance [b]	Standard #5	0
25. Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance [c]	Standard #6	0
26. Number of school administrators and officials trained or certified as a result of USDA assistance [b]	Standard #7	0
27. Percent of school officials in target schools who demonstrate use of new and quality supervision and leadership techniques or tools [c]	Custom	0%
28. Percent of children 6–23 months receiving a minimum acceptable diet [c, d]	FFP #BL12	17%
29. Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance [b]	Standard #17	0
30. Percent of parents who state their children had health-related school absences in the previous month [c]	Custom	15%
31. Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance [b]	Standard #8	0

Performance Indicator	USDA Standard/ CRS Custom	Baseline
32. Number of students enrolled in school receiving USDA assistance [c]	Standard #9	0
33. Number of schools that held an enrollment campaign [b]	Custom	0
34. Percent of caregivers who report spending time on literacy activities with their school-age children in the previous week [c]	Custom	15.8%
35. Number School Management Committee (SMC) and Parent Teacher Association (APE) members, and Mother Leaders trained on activities to promote literacy [b]	Custom	0
36. Percent of community members who practice promoted early childhood practices and support their children's education [c]	Custom	60%
37. Quantity of take-home rations provided (in metric tons) as a result of USDA assistance [b]	Standard #14	0
38. Number of individuals receiving take-home rations as a result of USDA assistance[b]	Standard #15	0
39. Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance[b]	Standard #16	0
40. Number of social assistance beneficiaries participating in productive safety net as a result of USDA assistance [b]	Standard #18	0
41. Number of individuals participating in group-based savings, micro-finance or lending programs with USDA assistance [b, e]	FFPr Standard #6	0
42. Number of members of the interministerial steering committee conducting monitoring visits to targeted schools [b]	Custom	0
44. Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance [b]	Standard #10	0
45. Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition [b]	Standard #11	0
46. Number of Parent Teacher Associations (APE) or similar school governance structure supported as a result of USDA assistance [b]	Standard #13	0
47. Number of public private partnerships formed as a result of USDA assistance [b]	Standard #12	0
48. Percent of students who, by the end of two grades of primary schooling, demonstrate that they can correctly identify letter sounds [Custom]	Custom	5.3

[a] Collected by only external evaluator
[b] Collected only by CRS; triangulated by external evaluator
[c] Collected by external evaluator; triangulated with CRS annual report data
[d] USAID Food for Peace standard indicator
[e] USDA Food for Progress standard indicator

4. Deliverables:

The evaluator is expected to follow American Evaluation Association's Guiding Principles for Evaluators (http://www.eval.org/p/cm/ld/fid=51). Dependent upon participants in the evaluation, the evaluator should specify steps that will be taken to ensure informed consent, confidentiality, and protection of minors. The evaluator should specify steps taken to safeguard data collected and data management procedures to be used in the evaluation. There will be a data rights clause in the signed contract, and the external evaluator should obtain permission from CRS before sharing the final evaluation report with any external party, including posting it to their organization's website.

All deliverables should be completed in English (and data collection tools must also be in French), be free of typos or grammatical errors, and be a polished document ready for submission to USDA. This means the document contains no factual errors or inaccuracies and citations are properly used.

Deliverables for baseline, midterm, and final include the following:

- Work plan (including evaluator responsibilities for identifying, interviewing, contracting, training and overseeing a balanced team of male and female enumerators and enumerator supervisors).

- Sampling plan, including if the sample sizes will differ from Annex 1, approved by CRS.
- Instruments, data collection manual, and training materials for enumerators (i.e., focus group guides, key informant interview guide, observation checklist), approved by CRS.
- Quality Assurance Plan (including training of enumerators and weekly check-ins during data collection, approved by CRS.
- Conduct interview with USDA (it is expected USDA will facilitate this exercise by providing the contact person and the means of interview)
- Data sets with accompanying codebook/data dictionary (original paper and/or electronic as well as final, clean electronic data sets with syntax).
    - If the evaluator provides. dta, .do, .sps, or .sav files, they must also provide open-source file versions (.txt, .csv, .doc, etc.)
    - If part of a longitudinal design, an identifier file that links respondent PII with ID numbers in the data file(s)
    - Deidentified transcripts of selected interviews and focus groups and/or data files of coded sections of text from interviews and focus groups
- Draft Report with one round of edits from CRS and another subsequent round from USDA
- Final Report with the following sections:
    - Executive summary 2 to 3 pages (including brief introduction of program evaluated, key evaluation questions, findings, and conclusions);
    - Background;
    - Evaluation questions;
    - Evaluation design including assumptions and limitations;
    - Methodology;
    - Findings;
    - Conclusions, lessons learned and effective practices (if any), and
    - Recommendations (should be clear, concise, relevant, specific and practical, following directly from findings and conclusions established in report);
    - Annex with original scope of work (marked for redaction from final web version);
    - Annex with final data collection instruments;
    - Annex with description of team members' qualifications and their positionality;
    - Annex with additional methodological discussion/ robustness checks as needed;
    - Annex with updated IPTT.
    - Final reports must not contain any propriety or personally identifiable information (PII). PII is any information that directly or indirectly identifies an individual. This information can be used on its own or with other information to identify, contact or locate a single person, or to identify an individual in a specific situation. This may include, for example, a name, national ID number, address, birthplace, etc. PII includes both direct and indirect identifiers that, when taken together, could allow for identification of an individual (such as a village name, gender, age, name, and/ or facial image)."
        - In addition, final reports should not allow for the identification of individual schools or communities. Any list of schools or communities provided should be included as in the report annex, so that it can be easily removed before submitting to USDA for external sharing.
    - Final reports must be compliant with Section 508 of the United States Access Board which requires that information and services are accessible to persons with disability. (See https//section 508.gov/create).
    - A two to four-page outward-facing summary document, with easily accessible graphics, highlighting the project's key successes, for sharing with a larger audience
    - Presentation of final evaluation to stakeholders. This can occur before or after report submission to USDA, as long as any key feedback is incorporated into the final version of the report (that USDA posts to the Development Experience Clearinghouse). This can be done via an additional annex, if the report is in its final stages before this presentation is conducted.

- A webinar of key findings and lessons learned for CRS globally and USDA (if requested).

In addition, at baseline only, a 10-page preliminary report, suitable for presentation to USDA, 6 weeks after the end of data collection. The report will only contain:

- An IPTT for the indicators with non-zero baseline values, including relevant disaggregates;
- Enough information about the methodology to engender confidence in the data quality. This should include a list of the data collection tools, number and gender of people interviewed, any information about stratification, and any data limitations. Whenever possible, the preliminary report should simply refer to the approved ToR and/ or Evaluation Plan, rather than incorporate the information;
- Annex with description of team members' qualifications and their positionality.

5. Items provided to the external evaluator by CRS:

- Use of CRS CommCare software license, if desired. Evaluator is free to use their preferred data collection platform.
- Tablets for data collection.
- Scales and stadiometers for anthropometric data collection as described in Special Study 3.
- All Annexes to this ToR.

6. Main Evaluation Questions and Timetables:

Sections 4 – 6 of Annex 1 outlines the timelines of the baseline, midterm, and final evaluations and present anticipated evaluation questions.

7. Evaluator Qualifications:

Team must have the following qualifications

a) Advanced Degree in social sciences with strong knowledge of statistics/ demography;
b) Knowledge and experience in survey and sampling design;
c) Experience managing complex and multi-sectoral evaluations;
d) Knowledge of performance evaluations, especially in the education sector;
e) Knowledge of the education sector; basic education in the development context; school feeding programs especially in West Africa, preferably Togo;
f) Demonstrated experience in conducting evaluation surveys of similar nature, preferably for USDA-funded projects;
g) Good verbal and written communication skills in English and French;
h) Willingness to work in remote areas without electricity and running water.

8. Evaluation team, management and coordination:

Section 9 of Annex 1 broadly describes evaluation management. In addition, please see Table 2 below

Table 2. Evaluation team members

Team Member	CRS Staff or hired independently by the evaluation firm	Main Roles and Responsibilities
External evaluator	Hired independently	Preside over the conduct of the entire evaluation, from methodology and tool development to training in the use of the tool to field testing, data collection, entry and analysis and report writing.
Enumerators/data collectors	Hired independently by the evaluation firm	Receive training and undertake data collection in the field.
Data Collection Supervisors	Hired independently by the evaluation firm	Receive training in data collection and supervise data collectors daily for the duration of the data collection exercise.
Data entry clerks	Hired independently by the evaluation firm	Receive training in data entry and enter data collected from the field.
Data Entry Supervisors	Hired independently by the evaluation firm	Receive training in data entry and supervise data entry clerks throughout the data entry exercise.
CRS Togo Country Manager, CRS Benin/ Togo MEAL Coordinator	CRS Staff	Supports the entire evaluation process ensuring compliance on the part of the evaluation firm
CRS MEAL Advisors in Central Africa and Baltimore	CRS Staff	Supports the entire evaluation process ensuring compliance on the part of the evaluation firm.

9. Structure of Proposal and Submission Guidelines

CRS published a request for bids (financial and technical proposals) for the conduct of the baseline, midterm and final evaluation of the STARS project to both domestically and internationally. Applicants were supposed to meet the qualifications stipulated in this ToR. The bid evaluation process was managed by the Togo CRS Procurement Officer and the Central Africa Regional Technical Advisor (RTA) for MEAL and followed the standard rules and procedures for the competitive and transparent procurement of consultancy services. The successful evaluator, STS was contracted to execute the baseline, midterm and final evaluation. However, retention of the evaluator to proceed with the midterm and/or final evaluation was dependent on satisfactory performance of the baseline evaluation. CRS was to re-launch the selection process for the midterm and
final evaluation where the baseline consultant(s) does not meet expectations.

Key criteria that will be considered during the bid evaluation process will include the following:

1. Bidders must submit a technical proposal including a detailed description of the study design and methodology for the baseline.
2. Bidders must submit a detailed financial proposal for the baseline, midterm, and final evaluation, and special studies, not exceeding $450,000 for the three data collection points.
    a. Please list a separate line item for Special Study 3 in Annex 1.
3. Bidders should submit a detailed work plan showing clearly how they wish to accomplish the study.
4. Profile of the bidders including relevant knowledge and experience to undertake the assignment
5. Bidders should have stated their relevant qualification and demonstrate relevant experience in the project area and experience in evaluating education programs.
6. Delivery timeline

The proposal should contain no more than a total of 25 pages of which; technical proposal 20 pages and financial proposal 5 pages. See table 9 below.

Following the above criteria, STS won the contract to conducted baseline, midterm, and final evaluations. Their report of the baseline was accepted and approved by both CRS and USDA. Consequently, STS will conduct the midterm evaluation.

Table 3: **Proposal layout and number of pages**

Proposal content layout	Maximum pages
Technical Proposal	20
Expression of interest	1
Table of content	1
Introduction and background	1 ½
Qualification and profile of team members	2 ½
Evaluation methodology	5
Evaluation questions	2 ½
Work plan and deliverables	2 ½
Technical reference of the firm	4
Financial Proposal	5
Summary	1
Detailed budget	3
Budget explanatory notes	1
Total	**25**

Sealed bids must be delivered in electronic and/or hard copy to:
The CRS-Togo Office
01 BP 173 Hedzanawoe-Derriere Sito Aeroport
Lomé, Togo
Email: togo@global.crs.org

The proposals must be submitted **no later 23 October 2019 at midnight GMT**.

Bids for multiple awards. CRS currently also has an open bid for its newly awarded McGovern-Dole project in Guinea-Bissau and understands that some bidders may be interested in bidding for both contracts. The process is run separately in each country program. Applying for both contracts is acceptable, but country programs do consult each other in these processes. Thus, please note the following:

1) Given that timelines overlap, evaluators should clearly demonstrate they have the bandwidth to produce quality evaluations for both countries, either through expected LOE for overlapping staff members; different staff over specified dates; or the use of different study teams altogether.
2) Evaluators that are currently slated to conduct midterm or final evaluations for other CRS country programs during overlapping timeframes should also include clarity around point 1) above.

Table 4. List of Annexes (attached as separate documents)

Annex Number	Document
1	STARS Evaluation Plan (Budget Information Redacted)
2	STARS Indicator Performance Tracking Table
3	CRS Report Review Template for USDA Evaluations
4	CRS Standard Tools
5	STARS Performance Monitoring Plan (PMP)

Annex E: Data collection instruments

EGRA – Letter Sound Identification

b	**S**	**un**							
on	**V**	**i**	**m**	**E**	**ou**	**e**	**T**	**r**	**e**
oi	**m**	**ê**	**au**	**P**	**J**	**en**	**D**	**O**	**M**
z	**A**	**C**	**k**	**R**	**g**	**L**	**N**	**S**	**f**
a	**e**	**y**	**t**	**U**	**j**	**an**	**B**	**d**	**E**
v	**G**	**ein**	**eu**	**c**	**F**	**B**	**s**	**l**	**p**
Y	**K**	**T**	**R**	**s**	**A**	**Z**	**L**	**o**	**u**
c	**ei**	**E**	**in**	**U**	**qu**	**V**	**r**	**é**	**ai**
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abi **tur** **gassolle**

autin	**bo**	**glin**	**ébale**	**intour**
nari	**dère**	**nal**	**éna**	**lon**
miède	**noque**	**lanne**	**carsun**	**pouge**
toubête	**trond**	**valle**	**oupon**	**tissonde**
movi	**mau**	**oli**	**jil**	**aro**
nayo	**onda**	**pému**	**sarte**	**cani**
dai	**norchant**	**chotre**	**enti**	**souner**
gouma	**ravre**	**rour**	**tal**	**fu**
dumolle	**brache**	**rassan**	**leul**	**zein**
lagi	**doile**	**flosse**	**fape**	**vur**

Ali finit de balayer sa maison. Il a faim. Ali va au marché où il achète trois mangues. En rentrant chez lui, il tombe dans un trou. Ali laisse tomber les mangues. Elles roulent vers des chèvres. Les animaux commencent à manger les fruits. Ensuite, leurs visages deviennent oranges. Ali rit parce que les chèvres sont amusantes.

Student Survey

Variable Name	Prompt	Options
SS_SLE_Trajet	1. En allant à et en rentrant de l'école, est-ce que tu te sens:	1 - "pas en sécurité ?" 2 - "un peu en sécurité ? " 3 - "en sécurité ? " 4 - "très en sécurité ? " 888 - "Refuse de répondre/Pas de réponse"
SS_SLE_Ecole	2. À l'école, est-ce que tu te sens:	1 - "pas en sécurité ?" 2 - "un peu en sécurité ? " 3 - "en sécurité ? " 4 - "très en sécurité ? " 888 - "Refuse de répondre/Pas de réponse"
SS_SLE_Bienvenue	3. Est-ce que tu te sens bien à l'école ?	1 - "Rarement" 2 - "Parfois" 3 - "La plupart du temps" 4 - "Presque toujours" 888 - "Refuse de répondre/Pas de réponse"
SS_ECTM_PositiveGirl	4. Tes enseignants racontent-ils des histoires positives sur les personnages féminins, tels que les filles qui sont des leaders ?	1 - "Rarement" 2 - "Parfois" 3 - "La plupart du temps" 4 - "Presque toujours" 888 - "Refuse de répondre/Pas de réponse"
SS_ECTM_PostiveBoy	5. Tes enseignants racontent-ils des histoires positives sur les personnages de garçons, tels que les garçons qui sont des leaders ?	1 - "Rarement" 2 - "Parfois" 3 - "La plupart du temps" 4 - "Presque toujours" 888 - "Refuse de répondre/Pas de réponse"
SS_ECTM_Communaute	6. Est-ce que tes devoirs te demandent d'interagir avec ta communauté ? (interviewer les membres de ta communauté, écrire des histoires sur la maison, mesurer le terrain agricole de ta famille pour les mathématiques, etc.)	1 - "Rarement" 2 - "Parfois" 3 - "La plupart du temps" 4 - "Presque toujours" 888 - "Refuse de répondre/Pas de réponse"
SS_ECTM_Vie	7. Ce que tu apprends à l'école aides-tu dans ta vie quotidienne ?	1 - "Ça ne t'aide pas" 2 - "Ça t'aide un peu" 3 - "Ça t'aide pas mal" 4 - "Ça t'aide beaucoup" 888 - "Refuse de répondre/Pas de réponse"
SS_CCP_Groupe	8. Est-ce que tu travailles en petits groupes ou en paires pendant les cours ?	1 - "Rarement" 2 - "Parfois"

Variable Name	Prompt	Options
		3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_CCP_Questions	9. Est-ce que tes enseignants t’encouragent à poser des questions à l’école ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_CCP_Pratique	10. As-tu le temps de pratiquer de nouveaux concepts en classe ? (au-delà de simplement écouter l’enseignant / copier des notes.)	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_SG_Question	11. Tes parents ou tuteurs t’interrogent-ils sur tes devoirs ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_SG_Lecture	12. Est-ce que quelqu’un dans ton ménage lit pour ou avec toi ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_SG_Performance	13. Tes parents / tuteurs ont-ils parlé à tes enseignants sur ta performance à l’école ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_SG_Langue	14. Est-ce que tes parents / tuteurs parlent français ?	1 - “Oui” 0 - “Non” 888 - “Refuse de répondre/Pas de réponse”
SS_ST_aide	15. Est-ce que tes enseignants t’aident à mieux réussir à l’école ?	1 - “Les Enseignants ne t’aident pas” 2 - “Les Enseignants t’aident parfois” 3 - “Les Enseignants t’aident la plupart du temps”

Variable Name	Prompt	Options
		4 - “Les Enseignants t’aident tout le temps” 888 - “Refuse de répondre/Pas de réponse”
SS_SG_aidentautres	16. Lorsqu’un élève en classe éprouve des difficultés ou prend du retard, est-ce que tes enseignants essaient de l’aider ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
latrine_confirm	Ton école a-t-elle des latrines ou toilettes ?	1 - “Oui” 0 - “Non”
SS_WASH_ToilettepourFille	17. Est-ce que les toilettes / latrines pour filles de ton école sont accessibles pendant la journée scolaire ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_WASH_ToilettepourGarcon	18. Est-ce que les toilettes / latrines pour garçons de ton école sont accessibles pendant la journée scolaire ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_WASH_LavageToilettteFille	19. Les filles aident-elles à nettoyer les toilettes / latrines de ton école ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_WASH_LavageToilettteGarcon	20. Les garçons aident-ils à nettoyer les toilettes / latrines de ton école ?	1 - “Rarement” 2 - “Parfois” 3 - “La plupart du temps” 4 - “Presque toujours” 888 - “Refuse de répondre/Pas de réponse”
SS_WASH_AccesToilette	21. Les toilettes / latrines de ton école sont-elles accessibles aux plus jeunes et aux handicapés ?	0 - “NON accessible aux plus jeunes ou aux handicapés” 1 - “Accessible aux plus jeunes OU aux handicapés” 2 - “Accessible aux plus jeunes ET aux handicapés” 888 - “Refuse de répondre/Pas de réponse”

Variable Name	Prompt	Options
Q_22	22. Combien de personnes vivent dans ta maison, y compris toi ?	
Q_23	23. Chez toi, y a-t-il une latrine ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_24	24. Chez toi, y a-t-il des livres ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_25	25. Chez toi, y a-t-il une source de courant ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_26	26. Y a-t-il le téléphone chez toi (fixe ou mobile) ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_27	27. Chez toi, y a-t-il une télévision ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_28	28. Chez toi, y a-t-il un vélo ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_29	29. Chez toi, y a-t-il une moto ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_30	30. Chez toi, y a-t-il une voiture ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_31	31. Chez toi, y a-t-il des poules/pintades ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas”

Variable Name	Prompt	Options
		888 - “Refuse de répondre/Pas de réponse”
Q_32	32. Chez toi, y a-t-il des chèvres ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_33	33. Chez toi, y a-t-il des vaches ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_34	34. Chez toi, y a-t-il un jardin ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_35	35. Y a-t-il d’autres enfants dans votre famille qui ne vont pas à l’école, mais qui sont assez âgés ?	0 - “Non” 1 - “Oui” 777 - “Ne sait pas” 888 - “Refuse de répondre/Pas de réponse”
Q_36	36. Quel genre de travail fait ton père ?	0 - “Sans emploi” 1 - “Ménagère” 2 - “Travail agricole” 3 - “Propriétaire foncier” 4 - “Journalier(ière)” 5 - “Marchand(e)” 6 - “Travailleur(euse) de bureau” 7 - “Artisan(e)” 8 - “Retraité(e)” 777 - “Ne sait pas/ Pas de réponse” 555 - “Autre”
Q_36_other	Si autre, préciser	
Q_37	37. Quel genre de travail fait ta mère ?	0 - “Sans emploi” 1 - “Ménagère” 2 - “Travail agricole” 3 - “Propriétaire foncier” 4 - “Journalier(ière)” 5 - “Marchand(e)” 6 - “Travailleur(euse) de bureau” 7 - “Artisan(e)” 8 - “Retraité(e)” 777 - “Ne sait pas/ Pas de réponse” 555 - “Autre”

Variable Name	Prompt	Options
Q_37_other	Si autre, préciser	
Measures_consent	Maintenant, je souhaiterai mesurer ton poids avec cet instrument [montrez la balance]. Tu n'es pas obligé de participer si tu ne le veux pas. As-tu des questions? Peut-on mesurer ton poids?	1 - "Oui" 0 - "Non"
Weight	Poids de l'élève (en kilos)	
Student height	Taille de l'élève	

School Director Survey

Variable Name	Prompt	Options
director	Êtes-vous le directeur/la directrice de l'école ?	1 - "Oui" 0 - "Non"
director_other	Quel est le rôle du répondant à l'école ?	
sex	Le répondant est-il de sexe masculin ou féminin ?	1 - "Masculin" 0 - "Féminin
Years_Teacher	Depuis combien d'années êtes-vous dans l'enseignement ?	
Years_School	Depuis combien d'années êtes-vous affecté(e) à cette école ?	
Years_Director	Depuis combien d'années travaillez-vous en tant que directeur ?	
Q_1	1. Quelles classes avez-vous au sein de votre école ?	0 - "Maternelle" 1 - "CP1" 2 - "CP2" 3 - "CE1" 4 - "CE2" 5 - "CM1" 6 - "CM2" 555 - "Autre(s) "
Q_1_other	Si autre, précisez.	
Q_2	2. L'école a-t-elle des classes combinées ?	1 - "Oui" 0 - "Non"
Q_3_enroll		
enroll_1_m	Nombre de garçons inscrits en CP1	
enroll_1_f	Nombre de filles inscrites en CP1	
enroll_2_m	Nombre de garçons inscrits en CP2	
enroll_2_f	Nombre de filles inscrites en CP2	
enroll_3_m	Nombre de garçons inscrits en CE1	
enroll_3_f	Nombre de filles inscrites en CE1	
enroll_4_m	Nombre de garçons inscrits en CE2	
enroll_4_f	Nombre de filles inscrites en CE2	

Variable Name	Prompt	Options
enroll_5_m	Nombre de garçons inscrits en CM1	
enroll_5_f	Nombre de filles inscrites en CM1	
enroll_6_m	Nombre de garçons inscrits en CM2	
enroll_6_f	Nombre de filles inscrites en CM2	
Q_4_attend		
attend_1_m	Nombre de garçons présents en CP1	
attend_1_f	Nombre de filles présentes en CP1	
attend_2_m	Nombre de garçons présents en CP2	
attend_2_f	Nombre de filles présentes en CP2	
attend_3_m	Nombre de garçons présents en CE1	
attend_3_f	Nombre de filles présentes en CE1	
attend_4_m	Nombre de garçons présents en CE2	
attend_4_f	Nombre de filles présentes en CE2	
attend_5_m	Nombre de garçons présents en CM1	
attend_5_f	Nombre de filles présentes en CM1	
attend_6_m	Nombre de garçons présents en CM2	
attend_6_f	Nombre de filles présentes en CM2	
teachers_total	5. Combien d'enseignants avez-vous dans cette école ?	
teachers_m	A. Nombre d'enseignants de sexe masculins ?	
teachers_f	B. Nombre d'enseignants de sexe féminin ?	
teach_attend_total	6. Combien d'enseignants sont présent(e)s aujourd'hui ?	
teach_attend_m	A. Nombre d'enseignants de sexe masculin présents aujourd'hui ?	
teach_attend_f	B. Nombre d'enseignants de sexe féminin présentes aujourd'hui ?	
teach_log	7. L'école dispose-t-elle d'un système d'enregistrement de la fréquentation quotidienne des enseignants, tel qu'un agenda quotidien ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas/Pas de réponse"
teach_time	8. En moyenne, combien d'heures par jour d'école les enseignants doivent-ils enseigner ?	
teach_house	9. Un logement est offert à vos enseignants ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas/Pas de réponse"
bureau_obs_1	a. Tableau de bord présence des enseignants	1 - "Oui" 0 - "Non"
bureau_obs_2	b. La liste des taches des enseignants	1 - "Oui" 0 - "Non"

Variable Name	Prompt	Options
bureau_obs_3	c. Supports visuels d'enseignement	1 - "Oui" 0 - "Non"
bureau_obs_4	d. Matériels didactiques	1 - "Oui" 0 - "Non"
bureau_1	a. Livre inventaire	1 - "Oui" 0 - "Non"
bureau_2	b. Dossiers scolaires	1 - "Oui" 0 - "Non"
bureau_3	c. Journal de bord	1 - "Oui" 0 - "Non"
bureau_4	d. Livre d'or	1 - "Oui" 0 - "Non"
bureau_5	e. Comptes rendus de Conseils de classe/réunions pedagogiques	1 - "Oui" 0 - "Non"
bureau_6	f. Cahier de présence des enseignants	1 - "Oui" 0 - "Non"
textbooks	12. La classe de CP2 a-t-elle des manuels de lecture ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas/Pas de réponse"
textbooks_share	13. Dans les classes de CP2, combien d'élèves se partage un manuel de scolaire ?	1 - "1 enfant par manuel" 2 - "2 enfants par manuel" 3 - "3 enfants par manuel" 4 - "4 enfants par manuel" 5 - "5 et plus enfants par manuel" 888 - "Ne sait pas / Pas de réponse"
textbook_storage	14. Où sont stockés les manuels ?	1 - "Dans le bureau du directeur" 2 - "En classe dans un placard verrouillé" 3 - "En classe sur une étagère ouverte" 4 - "Aux bureaux des élèves" 888 - "Ne sait pas / Pas de réponse" 555 - "Autre"
textbook_storage_other	Si autre, veuillez préciser.	
kitchen	15. Votre école a-t-elle une cantine fonctionnelle ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas/Pas de réponse"
APE	16. Votre école a-t-elle une APE ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas/Pas de réponse"

Variable Name	Prompt	Options
APE_why	Pourquoi pas?	1 - “Les parents n’ont pas les moyens (argent)” 2 - “Les parents n’ont pas le temps” 3 - “Les parents ne sont pas intéressés” 4 - “L’école ne souhaite pas avoir d’APE.” 888 - “Ne sait pas / Pas de réponse” 555 - “Autre”
APE_why_other	Si autre, veuillez préciser.	
APE_active	17. Est-t-elle active c’est à dire l’APE organise des réunions et tient des procès-verbaux ?	1 - “Très active” 2 - “Modérément active” 3 - “Pas du tout active” 888 - “Ne sait pas / Pas de réponse “
APE_inactive_why	Si pas du tout active, pourquoi pas?	1 - “Les parents n’ont pas les moyens (argent)” 2 - “Les parents n’ont pas le temps” 3 - “Les parents ne sont pas intéressés” 4 - “L’école ne souhaite pas avoir d’APE” 888 - “Ne sait pas / Pas de réponse” 555 - “Autre”
APE_inactive_why_other	Si autre, veuillez préciser.	
parentengage_school	18. Comment encouragez-vous l’engagement des parents à l’école ?	1 - “Réunion d’information via APE” 2 - “Activités de sensibilisation” 3 - “Rencontres avec le directeur de l’école” 4 - “Rencontres avec les enseignants” 0 - “Je ne fais rien.” 888 - “Ne sait pas / Pas de réponse” 555 - “Autre”
parentengage_school_other	Si autre, veuillez préciser.	
parentengage_home	19. Comment encouragez-vous l’engagement des parents à la maison?	1 - “Réunion d’information via APE”

Variable Name	Prompt	Options
		2 - “Activités de sensibilisation” 3 - “Rencontres avec le directeur de l’école” 4 - “Rencontres avec les enseignants” 0 - “Je ne fais rien.” 888 - “Ne sait pas / Pas de réponse” 555 - “Autre”
parentengage_home_other	Si autre, veuillez préciser.	
water_access	20. Votre école dispose-t-elle d’un accès à de l’eau ?	1 - “Oui, dans l’école” 2 - “Oui, à proximité de l’école” 3 - “Oui, mais loin de l’école” 0 - “Non” 888 - “Ne sait pas / Pas de réponse”
water_type	21. Quel est le type du point d’eau ?	1 - “L’eau, si elle est présente, est apportée par les parents, les enfants, ou le personnel.” 2 - “Puits / source creusé non protégé, eau de pluie non traitée, eau de surface” 3 - “Chariot avec un petit réservoir/tambour, ou une source protégée.” 4 - “Eau courante, robinet public, eau de pluie traitée, puits creusé protégé ou eau en bouteille.” 555 - “Autre” 888 - “Ne sait pas/ Pas de réponse”
water_type_other	Si autre, veuillez préciser.	
water_drink	22. L’eau de l’école est-elle potable ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas/Pas de réponse”
water_function	23. La source d’eau est-elle fonctionnelle aujourd’hui ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas/Pas de réponse”
water_nofunction	Si non, pourquoi pas?	1 - “La source est cassée.” 2 - “La source s’est tarie.” 555 - “Autre”
water_nofunction_other	Si autre, veuillez préciser.	
lat_access	24. Vos élèves ont-ils accès à des latrines à l’école ?	1 - “Oui” 0 - “Non”

Variable Name	Prompt	Options
		888 - “Ne sait pas/Pas de réponse”
lat_type	25. Quel type de latrines l’école a-t-elle ?	1 - “Latrines à fosse améliorées ventilées” 2 - “Toilettes à compostage” 3 - “Latrines à fosse avec dalle” 4 - “Rincer ou verser / rincer les installations” 5 - “Latrines à fosse” 888 - “Ne sait pas / Pas de réponse” 555 - “Autre”
lat_type_other	Si autre, veuillez préciser.	
lat_function	26. Les latrines sont-elles fonctionnelles ?	1 - “Oui, vraiment” 2 - “Oui, plus ou moins” 3 - “Non, pas vraiment” 4 - “Non, pas du tout” 888 - “Ne sait pas / Pas de réponse”
lat_suff	27. Le nombre de latrines est-il suffisant ?	1 - “Oui, vraiment” 2 - “Oui, plus ou moins” 3 - “Non, pas vraiment” 4 - “Non, pas du tout” 888 - “Ne sait pas / Pas de réponse”
lat_girls	28. Les filles ont-elles leurs propres latrines ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas/Pas de réponse”
lat_teachers	29. Existent-t-ils des latines réservées uniquement pour les enseignants ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas/Pas de réponse”
wash_access	30. Existent-ils des systèmes de lavage de mains à côté des latrines ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas/Pas de réponse”
wash_soap	31. Existe-il du savon permanament au niveau du dispositif de lavage des mains ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas/Pas de réponse”
wash_water	32. Existe-il de l’eau en permanence dans le dispositif de lavage des mains ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas/Pas de réponse”

Classroom & School Observations

Classroom Portion

Variable Name	Prompt	Options
Class	2. Quelle classe observez-vous aujourd'hui?	0 - "Maternelle" 1 - "CP1" 2 - "CP2" 3 - "CE1" 4 - "CE2" 5 - "CM1" 6 - "CM2"
Class_enroll	3. Combien d'élèves sont inscrits dans la classe que vous observez aujourd'hui ?	
CO_Inscr_Garcons	3a. Nombre total de garçons inscrits dans la classe qui sera observée	
CO_Inscr_Filles	3b. Nombre total de filles inscrites dans la classe qui sera observée	
CO_Presents_Garcons	4. Nombre de garçons présents [Demandez à tous les garçons de se lever et de les comptez les]	
CO_Presentes_Filles	5. Nombre de filles présentes [Demandez à toutes les filles de se lever et de les comptez les]	
CO_Presents_Adultsquitravaillent	6. Nombre d'enseignants / assistants d'enseignement / autres adultes présents dans la classe et travaillant avec des enfants? [Entrez le nombre]	
CO_ECTM_Math	7a. Possibilités d'apprentissage pour soutenir le développement des compétences en mathématiques (sens des nombres, temps, formes, couleurs, séquence, taille)	1 - "Aucune activité mathématique n'est observée." 2 - "L'enseignant enseigne les concepts mathématiques UNIQUEMENT en: • Activités répétitives. Les exemples incluent la réponse de groupe à des questions fermées (comme compter jusqu'à dix); enfants individuels utilisant un pointeur pour nommer des nombres; écrire ou copier des nombres" 3 - "L'enseignant enseigne les concepts mathématiques en utilisant UNE des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept

Variable Name	Prompt	Options
		• Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes • L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours" 4 - "L'enseignant enseigne les concepts mathématiques en utilisant DEUX OU PLUSIEURS des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept • Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes • L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours"
CO_ECTM_PlanMath	7b. Vérifiez si l'enseignant se réfère à un plan de cours pour structurer son enseignement des mathématiques	1 - "Oui" 0 - "Non"
CO_ECTM_Alphabetisation	8a. Possibilités d'apprentissage pour soutenir le développement des compétences en alphabétisation (identification des lettres, phonétique).	1 - "Aucune activité d'alphabétisation n'est observée." 2 - "L'enseignant enseigne les concepts d'alphabétisation UNIQUEMENT en: • Activités répétitives. Les exemples incluent la réponse du groupe à des questions fermées (telles que chanter l'alphabet, répéter les sons des lettres); enfants individuels utilisant un pointeur pour nommer des lettres; écrire ou copier des lettres" 3 - "L'enseignant enseigne les concepts d'alphabétisation en utilisant UNE des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept

Variable Name	Prompt	Options
		• Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes • L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours" 4 - "L'enseignant enseigne les concepts d'alphabétisation en utilisant DEUX OU PLUSIEURS des stratégies suivantes: • Les enfants explorent et jouent avec des objets concrets pour apprendre le concept • Les enfants ont le choix sur la façon de mener une activité • L'enseignant engage les enfants dans la discussion et utilise parfois des questions ouvertes • L'enseignant relie la leçon aux expériences de la vie réelle ou de tous les jours"
CO_ECTM_PlanAlphabetisation	8b. Vérifiez si l'enseignant se réfère à un plan de cours pour structurer son enseignement de l'alphabétisation.	1 - "Oui" 0 - "Non"
CO_ECTM_LangageExp	9a. Possibilités d'apprentissage pour développer des compétences linguistiques expressives. Ce sont des conversations qui ont lieu entre les enseignants et les enfants tout au long des observations. Les conversations peuvent avoir lieu pendant les leçons, ou entre les leçons (lors du passage d'une activité à une autre; pendant le jeu libre, etc.)	1 - "Les enfants ne sont jamais ou rarement invités à raconter une histoire, à décrire des événements ou des objets, ou à répondre à des questions tout au long de l'observation." 2 - "L'enseignant encourage les compétences linguistiques expressives UNIQUEMENT en: • Activités répétitives. Les exemples incluent la réponse de groupe à des questions fermées (comme demander aux enfants de répéter une histoire ou des phrases mot par mot); chaque enfant utilise un pointeur pour répéter des mots ou des phrases; réponses individuelles à des questions par cœur ou fermées."

Variable Name	Prompt	Options
		3 - “L’enseignant encourage les compétences linguistiques expressives en utilisant UNE activité d’échange verbal, telle que: • Demander aux enfants de décrire des objets (par exemple, couleur, forme, taille, fonction) ou des images; • Encourager les enfants à raconter des histoires ou à décrire des événements; • Raconter une histoire et poser aux enfants deux ou plusieurs questions ouvertes sur l’histoire • Répéter et étendre ce que dit l’enfant, et inclure un vocabulaire plus avancé • Utiliser des histoires ou des discussions pour encourager un vocabulaire qui établit des liens avec la vie et les expériences des enfants.” 4 - “L’enseignant encourage les compétences linguistiques expressives en utilisant DEUX OU PLUSIEURS activités d’échange verbal, telles que: • Demander aux enfants de décrire des objets (par exemple, couleur, forme, taille, fonction) ou des images; • Encourager les enfants à raconter des histoires ou à décrire des événements; • Raconter une histoire et poser aux enfants deux ou plusieurs questions ouvertes sur l’histoire • Répéter et étendre ce que dit l’enfant, et inclure un vocabulaire plus avancé • Utiliser des histoires ou des discussions pour encourager un vocabulaire qui établit des liens avec la vie et les expériences des enfants”

Variable Name	Prompt	Options
CO_ECTM_LangueParlee	9b. Vérifiez si l'enseignant parle en français.	1 - "Oui" 0 - "Non"
CO_ECTM_Livre	10. Lecture de livres pour aider les enfants à écouter et à parler	1 - "Pour le developpment des touts-petits – CP1 et maternelle – l'enseignant: • Ne lit pas les livres aux enfants OU • Lit des livres qui ne sont pas adaptés à l'âge (c.-à-d. Des textes ou des manuels scolaires pour les enfants plus âgés ou les adultes; des textes religieux pour les adultes; ou des livres sans images). Pour les classes des plus âgés – CP2 ou plus – les elèves: • Ne lisent pas le texte OU • Lisent des textes qui ne conviennent pas à leur âge (c.-à-d. De textes ou des manuels scolaires pour les jeunes enfants; des livres d'images)." , 2 - "Pour le développement des tout-petits – CP1 et maternelle, l'enseignant: • Lit à la classe sans discussion OU • Lit à la classe sans aucune question sur la lecture. Pour les classes des plus âgés – CP2 ou plus – l'enseignant: • Ne discute pas de la lecture OU • Ne pose pas de questions sur la lecture." 3 - "L'enseignant discute de la lecture avec la classe en utilisant UNE des stratégies suivantes: • Pose des questions élémentaires aux enfants ou des questions fermées sur ce qui s'est passé • Encourage les enfants à discuter de la lecture à travers des questions ouvertes • Parle du vocabulaire appris dans le livre • Relie la lecture aux expériences ou au contexte des enfants

Variable Name	Prompt	Options
		• Les enfants jouent avec des objets ou font une activité liée à la lecture” 4 - “L’enseignant discute de la lecture avec la classe en utilisant DEUX OU PLUSIEURS des stratégies suivantes: • Pose des questions élémentaires aux enfants ou des questions fermées sur ce qui s’est passé • Encourage les enfants à discuter de la lecture à travers des questions ouvertes • Parle du vocabulaire appris dans le livre • Relie la lecture aux expériences ou au contexte des enfants • Les enfants jouent avec des objets ou font une activité liée à la lecture”
CO_ECTM_MotricFine	11. Opportunités d’apprentissage pour promouvoir la motricité fine: Ecriture, Dessin/coloriage, Collecte de petits objets, Mettre en ordre des petits objets, Tissage, Enfiler des perles.	1 - “Aucune activité motricité fine n’est observée.” 2 - “ L’enseignant enseigne la motricité fine UNIQUEMENT par l’utilisation : • Des activités qui ne sont PAS adaptées au développement de l’enfant (c’est-à-dire qu’elles sont trop difficiles ou trop faciles à comprendre ou à faire pour la plupart des enfants, par exemple utiliser des crayons pour tracer des lignes avant de commencer avec des crayons ou des marqueurs). 3 - “ L’enseignant enseigne la motricité fine en utilisant des activités adaptées au développement MAIS : • Les activités sont axées sur l’accomplissement de la tâche définie par l’enseignant plutôt que sur le développement de sa motricité fine. • Les activités se concentrent sur le produit, et non sur le processus.

Variable Name	Prompt	Options
		• Les activités ne sont pas dirigées par les enfants ; les enfants n'ont pas le choix de ce qu'ils doivent faire ou de la manière dont ils doivent utiliser les matériaux." 4 - "L'enseignant enseigne la motricité fine en utilisant des activités adaptées au développement ET: • Des activités orientées vers les enfants et axées sur le processus plutôt que sur un objectif • Des activités qui permettent aux enfants d'explorer les matériaux et la façon dont ils peuvent être manipulés de manière ludique. 5 - "N'est pas applicable"
CO_ECTM_MotriGlobale	12. Des possibilités d'apprentissage qui permettent aux enfants de s'adonner à des activités de motricité globale: La course, L'étirement, La danse, Les Jeux de balle, Jeux de chasse.	1 - "Aucune activité motricité brute n'est observée. 2 - "Moins de 10 minutes d'activité motricité globale sont observées ou seuls quelques enfants y participent." 3 - "Moins de 20 minutes d'activité motricité globale sont observées OU moins de la moitié des enfants y participent." 4 - "La plupart des enfants pratiquent au moins 20 minutes d'activité motricité globale"
CO_ECTM_JeuLibre	13. Activités d'apprentissage qui favorisent le choix libre ou le jeu ouvert: Explorez les centres d'activités en classe, Jeux autogérés en petits groupes, Le jeu peut être à l'intérieur ou à l'extérieur de la salle de classe	1 - "Aucune activité de choix libre / jeu ouvert n'est observée." 2 - "L'enseignant choisit le lieu ou comment les enfants joueront avec le matériel OU l'enseignant propose un choix limité d'activités ET les enfants doivent jouer avec le matériel d'une manière prescrite." 3 - "Les enfants ont UNE occasion de choisir leur propre activité, où et comment ils jouent avec les matériaux MAIS l'enseignant n'interagit pas pour ajouter au jeu des enfants ou prolonger l'apprentissage"

Variable Name	Prompt	Options
		4 - “Les enfants ont UNE ou plusieurs occasions de choisir leur propre activité et où et comment ils jouent avec du matériel ET l’enseignant interagit pour ajouter au jeu des enfants ou prolonger l’apprentissage.”
CO_ECTM_Mouvement	14. Possibilités d’apprentissage qui permettent aux enfants de participer à des activités de musique / mouvement: Chanter des chansons, Danse, Jouer et être acteur, Chansons / danses de groupe, ensemble ou à tour de rôle, Comptines, Clips musicaux éducatifs.	1 - “Aucune activité de musique / mouvement n’est observée.” 4 - “Au moins une activité de musique ou de mouvement s’est produite pendant l’observation.”
CO_CCP_Attentive	15. Les enfants sont engagés tout au long de l’observation. Les exemples d’engagement incluent faire attention, regarder l’enseignant, se concentrer sur la leçon ou le travail, participer aux activités.	1 - “Peu d’enfants (25% ou moins) sont engagés pour la plupart de l’observation” 2 - “Certains enfants (26% à 50%) sont engagés pour la plupart de l’observation” 3 - “La plupart des enfants (51% à 75%) sont engagés pour la plupart de l’observation” 4 - “Presque tous des enfants (76% à 100%) sont engagés pour la plupart de l’observation”
CO_CCP_Groupe	16. Groupes. Les types de regroupement incluent: Groupe entier (classe entière), Petits groupes (trois ou plus), Paires (deux élèves) travaillant ensemble, Elèves travaillant seuls.	1 - “Un type de regroupement est utilisé tout au long de l’observation.” 2 - “Deux types de regroupement sont utilisés tout au long de l’observation” 3 - “Trois types de regroupement sont utilisés tout au long de l’observation” 4 - “Les quatre groupes sont formés tout au long de l’observation”
CO_ST_Individuel	17. L’enseignant donne des instructions individualisées aux enfants	1 - “Enseignant : • Ne montre AUCUNE prise de conscience que certains enfants ont des besoins et des capacités différents (l’enseignant utilise une approche «taille unique» où tous les enfants font le même travail et reçoivent la même instruction et le

Variable Name	Prompt	Options
		même soutien, ignore l'enfant qui se débat, ne fait aucune adaptation pour les enfants avec besoins spéciaux)" 2 - "Enseignant : •Montre occasionnellement une prise de conscience des besoins individuels des enfants en vérifiant la compréhension des concepts et en fournissant un soutien minimal." 3 - "Enseignant: • Recherche les enfants qui éprouvent des difficultés et leur apporte de l'aide (avec ou sans demande d'aide spécifique) OU • Recherche les enfants qui ne sont pas mis au défi et leur propose des activités ou des questions appropriées au développement pour les maintenir engagés." 4 - "Enseignant: • Recherche les enfants qui éprouvent des difficultés et leur apporte de l'aide (avec ou sans demande d'aide spécifique) ET • Recherche les enfants qui ne sont pas mis au défi et leur propose des activités ou des questions appropriées au développement pour les maintenir engagés"
CO_TLM_Ecrire	18. Instrument d'écriture (crayons, stylos, crayons, craie)	1 - "Aucun matériel présent" 2 - "Matériaux présents MAIS les enfants ne les utilisent pas" 4 - "Le matériel est présent ET les enfants les utilisent"
CO_TLM_Jouets	19. Jouets éducatifs ou matériel mathématique (capsules de bouteille, dés, eau, perles, roches, boulier, matériaux utilisés pour compter ou trier, puzzles, jeux)	1 - "Aucun matériel présent" 2 - "Matériaux présents MAIS les enfants ne les utilisent pas" 4 - "Le matériel est présent ET les enfants les utilisent"
CO_TLM_Texte	20. Textes (livres avec images (jeunes), texte, etc., y compris ceux rédigés par l'enseignant)	1 - "Aucun matériel présent" 2 - "Matériaux présents MAIS les enfants ne les utilisent pas"

Variable Name	Prompt	Options
		4 - “Le matériel est présent ET les enfants les utilisent”
CO_TLM_LivreInstruction_francais	21a. Nombre de manuels scolaires de français	1 - “25% ou moins des élèves actuels (Rapport 1: 4)” 2 - “26 à 50% des élèves actuels (Rapport 1: 2)” 3 - “51 à 75% des élèves actuels (Rapport 3: 4)” 4 - “76 à 100% des élèves actuels (Rapport 1: 1)”
CO_TLM_LivreInstruction_math	21b. Nombre de manuels scolaires de mathématiques	1 - “1- 25% ou moins des élèves actuels (Rapport 1: 4)” 2 - “26 à 50% des élèves actuels (Rapport 1: 2)” 3 - “51 à 75% des élèves actuels (Rapport 3: 4)” 4 - “76 à 100% des élèves actuels (Rapport 1: 1)”

School Portion

Variable Name	Prompt	Options
attendcount_1_m	Nombre de garçons présents en CP1	
attendcount_1_f	Nombre de filles présentes en CP1	
attendcount_2_m	Nombre de garçons présents en CP2	
attendcount_2_f	Nombre de filles présentes en CP2	
attendcount_3_m	Nombre de garçons présents en CE1	
attendcount_3_f	Nombre de filles présentes en CE1	
attendcount_4_m	Nombre de garçons présents en CE2	
attendcount_4_f	Nombre de filles présentes en CE2	
attendcount_5_m	Nombre de garçons présents en CM1	
attendcount_5_f	Nombre de filles présentes en CM1	
attendcount_6_m	Nombre de garçons présents en CM2	
attendcount_6_f	Nombre de filles présentes en CM2	
Q1	L’école dispose-t-elle d’une cantine ?	1 - “Oui” 0 - “Non”
Q2	La cantine est-elle bien équipée ?	4 - “Oui, très bien” 3 - “Oui, plutôt” 2 - “Assez bien” 1 - “Pas vraiment” 0 - “Non, pas du tout”
Q3	La cantine est-elle propre ?	4 - “Oui, très propre” 3 - “Oui, plutôt” 2 - “Assez propre”

Variable Name	Prompt	Options
		1 - “Pas vraiment” 0 - “Non, pas du tout”
Q4	L’école dispose-t-elle d’un magasin ?	1 - “Oui” 2 - “Oui, mais non-accessible fermé” 0 - “Non”
Q5	Le magasin est-il propre ?	4 - “Oui, très propre” 3 - “Oui, plutôt” 2 - “Assez propre” 1 - “Pas vraiment” 0 - “Non, pas du tout”
Q6	Le magasin est-il bien rangé ?	4 - “Oui, très bien” 3 - “Oui, plutôt” 2 - “Assez bien” 1 - “Pas vraiment” 0 - “Non, pas du tout”“
CO_WASH_Engage	Eau potable	1 - “Pas d’eau disponible à l’école. L’eau, si elle est présente, est apportée par les parents, les enfants, ou le personnel.” 2 - “L’eau disponible est : Puits/source creusée non protégée, eau de pluie non traitée, eau de surface.” 3 - “L’eau disponible est un chariot avec un petit réservoir/tambour ou une source protégée.” 4 - “La source d’eau sanitaire disponible est l’eau courante, le robinet public, l’eau de pluie traitée, le puits creusé protégé ou l’eau en bouteille.”
CO_WASH_EauFonctionne	Vérifier si la source est fonctionnelle aujourd’hui	1 - “Oui” 0 - “Non”
CO_WASH_LavageMain	Installations pour le lavage des mains	1 - “Pas de station de lavage des mains à l’école.” 2 - “Bassin ou seau partagé (le lavage des mains se fait dans l’eau, l’eau ne coule pas ou n’est pas versée).” 3 - “Système à verser à la main avec de l’eau usée séparée de l’eau pour se nettoyer les mains mais sans savon.” 4 - “Il existe de l’eau courante OU un système à verser à la main

Variable Name	Prompt	Options
		(avec l'eau usée séparée de l'eau propre pour se nettoyer les mains) ET du savon."
CO_WASH_AccesLavageMain	Accessibilité aux installations de lavage des mains	1 - "NON accessible aux plus jeunes ou aux handicapés." 3 - "Accessible aux plus jeunes OU aux handicapés. 4 - "Accessible ET aux plus jeunes et aux handicapés."
CO_WASH_Toilettes	Toilettes	1 - "Pas de toilettes disponibles (uniquement en brousse ou dans les champs)." 3 - "Les toilettes sont des latrines à fosse ou des seaux." 4 - "Les toilettes sont des toilettes à compostage."
CO_WASH_ToiletteOuverte	Vérifiez si les toilettes sont ouvertes/utilisées par les élèves aujourd'hui	1 - "Oui" 0 - "Non"
CO_WASH_EtatToilette	Etat des Toilettes • Les toilettes sont propres • Les toilettes sont séparées par sexe • Il y au minimum une cabine pour 50 garçons et une cabine pour 25 filles • Les toilettes sont accessibles aux plus jeunes enfants • Les toilettes sont accessibles aux enfants handicapés • Il y a une cabine, avec l'eau, pour la gestion de l'hygiène menstruelle pour les filles et une pour les enseignants	1 - "Aucune condition n'est remplie." 2 - "Une condition est remplie." 3 - "Deux conditions sont remplies." 4 - "Trois ou plus conditions sont remplies."
CO_WASH_PratiqueLavageMain	Pratiques de lavage des mains (Pendant la pause recréation, observez si les enfants se lavent les mains avant de manger ou après avoir utilisé les latrines. Utilisez la feuille de comptage dans le formulaire vierge d'observation de la classe pour vos notes et vos calculs.)	1 - "Les enfants ne se lavent pas les mains ou seuls quelques enfants se lavent les mains (25 % ou moins)." 2 - "Le lavage des mains est sporadique (26 à 50 %) OU plus de 50% des enfants se lavent les mains, mais sans savon ni cendre." 3 - "51 à 75 % des enfants se lavent les mains avec du savon ou de la cendre. Il existe un système ou un processus de soutien au lavage des mains (l'enseignant supervise, encourage, fait partie de la routine, etc.)"

Variable Name	Prompt	Options
		4 - “Presque tous les enfants (76 % à 100%) se lavent les mains avec du savon ou de la cendre. Il existe un système ou un processus de soutien au lavage des mains (l’enseignant supervise, encourage, fait partie de la routine, etc.)”

Parent Survey

Variable Name	Prompt	Options
SEX	Le répondant est-il de sexe masculin ou féminin ?	1 - “féminin” 0 - “masculin”
AGE	Quel âge avez-vous ?	
LANGUAGE	Parlez-vous couramment le français ?	1 - “Oui” 0 - “Non” 777 - “Ne sait pas / pas de réponse”
Q_1	1. Combien de personnes vivent avec vous, y compris vous-même? Par example, les gens qui mange ensemble.	
Q_2	2. Combien de filles avez-vous ?	
Q_3	3. Combien de vos filles sont inscrites dans cette école ?	
Q_4	4. En quelles classes sont-elles ?	0 - “Maternelle” 1 - “CP1” 2 - “CP2” 3 - “CE1” 4 - “CE2” 5 - “CM1” 6 - “CM2” 777 - “Ne sait pas / Pas de réponse”
Q_5	5. Combien de garçons avez-vous ?	
Q_6	6. Combien de vos garçons sont inscrits dans cette école ?	
Q_7	7. En quelles classes sont-ils ?	0 - “Maternelle” 1 - “CP1” 2 - “CP2” 3 - “CE1” 4 - “CE2” 5 - “CM1” 6 - “CM2” 777 - “Ne sait pas / Pas de réponse”
Q_8	8. L’un de vos enfants a-t-il manqué l’école au cours du dernier mois?	1 - “Oui” 0 - “Non”

Variable Name	Prompt	Options
		777 - “Ne sait pas / pas de réponse”
Q_9	9. Si oui, pourquoi ont-ils manqué l’école?	1 - “Maladie” 2 - “Travail à la maison” 3 - “Est allé(e) chercher de l’eau” 4 - “Travaux agricoles” 5 - “Surveillance du bétail” 6 - “Pas d’argent pour les frais de scolarité” 7 - “L’enfant ne voulait pas y aller” 555 - “Autre” 777 - “Ne sait pas / Pas de réponse”
Q_9_other	Si autre, préciser	
Q_10	10. Quelles langues parlez-vous principalement à la maison ?	1 - “Français” 2 - “Kabye” 3 - “Gourma” 4 - “Ngam-gam” 5 - “Tchokossi” 6 - “Konkomba” 7 - “Bassar” 555 - “Autre” 888 - “Pas de réponse”
Q_10_other	Si autre, préciser	
Q_11	11. Quel est le niveau de scolarité le plus élevé que vous avez atteint ?	0 - “Aucun” 1 - “Primaire” 2 - “Secondaire” 3 - “Lycée” 4 - “Université” 5 - “Diplôme” 555 - “Autre” 888 - “Pas de réponse”
Q_11_other	Si autre, préciser	
Q_12	12. Quelle est votre profession principale ?	0 - “Sans emploi” 1 - “Ménagère” 2 - “Travail agricole” 3 - “Propriétaire foncier” 4 - “Journalier(ière)” 5 - “Marchand(e)” 6 - “Travailleur(euse) de bureau” 7 - “Artisan(e)” 8 - “Retraité(e)” 555 - “Autre” 888 - “Pas de réponse”
Q_12_other	Si autre, préciser	
Q_13	13. Se laver les mains avant de manger peut permettre d’éviter la diarrhée.	1 - “Vrai” 0 - “Faux”

Variable Name	Prompt	Options
		777 - “Ne sait pas / Pas de réponse”
Q_14	14. Marcher pieds nus peut causer des maladies.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_15	15. Il n’y a aucun moyen de prévenir la mort d’un enfant à cause de la diarrhée.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_16	16. On se lave les mains avec du savon pour retirer les microbes et éviter qu’ils se retrouvent sur la nourriture.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_17	17. Une alimentation constituée uniquement de riz et d’œuf est équilibrée.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_18	18. Il est suffisant de rincer le bidon qui contient l’eau à boire avec de l’eau pour qu’il soit propre.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_19	19. Le meilleur moyen d’éviter les maladies est de se laver les mains avec de l’eau et du savon avant de manger et après être allé aux toilettes.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_20	20. Pour améliorer la qualité de l’eau de boisson, on peut ajouter un peu d’eau de javel/chlor.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_21	21. On se brosse les dents uniquement pour que notre bouche sente bon.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_22	22. L’alimentation équilibrée est importante pour assurer la bonne santé des enfants.	1 - “Vrai” 0 - “Faux” 777 - “Ne sait pas / Pas de réponse”
Q_23	23. Selon vous, qu’est ce qui constitue une alimentation équilibrée ?	1 - “manger des céréales” 2 - “manger des tubercules” 3 - “manger des proteines (viande, poisson, oeuf)” 4 - “manger des legumineuses (Haricot, Niébé, soja,…)” 5 - “manger des aliments contenant des vitamines” 6 - “manger des fruits” 777 - “Ne sait pas / Pas de réponse” 555 - “Autre”
Q_23_other	Si autre, préciser	
Q_24	24. Avez-vous ces aliments dans vos repas quotidiens ?	1 - “Oui, toujours” 2 - “Oui, La plupart du temps” 3 - “Non, Rarement” 4 - “Non, Jamais” 777 - “Ne sait pas / Pas de réponse”

Variable Name	Prompt	Options
Q_25	25. Pour quelles raisons ne mettez-vous pas systématiquement ces aliments dans vos repas ?	1 - “Je ne connais pas les règles” 2 - “Cela ne m’intéresse pas” 3 - “Ma famille n’a pas les moyens d’acheter certains aliments” 4 - “Nous n’avons accès aux fruits et légumes quand cela n’est pas la saison” 5 - “La priorité c’est d’avoir le ventre plein” 6 - “Cela prend trop de temps” 7 - “J’oublie /Je n’y pense pas” 777 - “Ne sait pas / Pas de réponse” 555 - “Autre”
Q_25_other	Si autre, préciser	
Q_26	26. Quand est-ce que vous vous lavez les mains?	1 - “Après avoir utilisé les toilettes” 2 - “Avant de manger” 3 - “Après avoir lavé les enfants/et les couches culottes” 4 - “Après le nettoyage des latrines” 5 - “Après le nettoyage de pot” 6 - “Avant la préparation du repas” 7 - “Après le repas” 8 - “Après avoir travaillé dans les champs” 9 - “Jamais” 555 - “Autre” 777 - “Ne sait pas / Pas de réponse”
Q_26_other	Si autre, préciser	
Q_27	27. Qu’est-ce que vous utilisez pour vous laver les mains ?	1 - “Savon” 2 - “Liquide vaisselle” 3 - “Cendre” 4 - “Feuilles de citron” 0 - “Ne se lave pas les mains” 555 - “Autre” 777 - “Ne sait pas / Pas de réponse”
Q_27_other	Si autre, préciser	
Q_28	28. Vous-même (ou l’autre parent) racontez-vous des histoires à vos enfants ?	1 - “Oui” 0 - “Non” 777 - “Ne sait pas / pas de réponse”
Q_29	29. Avec quelle fréquence ?	4 - “Tous les jours” 3 - “2 à 3 fois par semaine” 2 - “1 fois par semaine” 1 - “Quelque fois par mois” 777 - “Ne sait pas / Pas de réponse”

Variable Name	Prompt	Options
Q_30	30. Est-ce que vos enfants vous lisent à haute voix à la maison ?	1 - “Oui” 0 - “Non” 777 - “Ne sait pas / pas de réponse”
Q_31	31. Si oui, avec quelle fréquence ?	4 - “Tous les jours” 3 - “2 à 3 fois par semaine” 2 - “1 fois par semaine” 1 - “Quelque fois par mois” 777 - “Ne sait pas / Pas de réponse”
Q_32	32. Quand vos enfants rentrent de l’école, leur demandez-vous ce qu’ils ont appris ?	1 - “Oui” 0 - “Non” 777 - “Ne sait pas / pas de réponse”
Q_33	33. Avez-vous aidé vos enfants avec leurs devoirs dans la semaine passée ?	1 - “Oui” 0 - “Non” 777 - “Ne sait pas / pas de réponse”
Q_34	34. Pour quels types d’activités ?	1 - “Lire des lettres” 2 - “Lire des mots” 3 - “Lire un texte” 4 - “Mathématiques” 5 - “Faire réciter les leçons” 777 - “Ne sait pas / Pas de réponse” 555 - “Autre”
Q_34_other	Si autre, préciser	
Q_35	35. Quelqu’un d’autre dans votre famille les aide-t-il à faire leurs devoirs?	1 - “Oui” 0 - “Non” 777 - “Ne sait pas / pas de réponse”
Q_36	36. Qui ?	1 - “Père” 2 - “Mère” 3 - “Frère/Soeur” 4 - “Grand-parent” 777 - “Ne sait pas / Pas de réponse” 555 - “Autre”
Q_36_other	Si autre, préciser	
Q_37	37. Êtes-vous la principale personne qui s’occupe d’un enfant âgé de 6 mois à 23 mois ?	1 - “Oui, mère” 2 - “Oui, père” 3 - “Oui, mère et père ensemble” 0 - “Non”
Q_37_note	Maintenant, j'aimerais connaître vos expériences avec les pratiques d'alimentation des nourrissons et des jeunes enfants. Quelles sont les choses que vous faites habituellement pour soutenir les bonnes pratiques d'alimentation du nourrisson et du jeune enfant ?	1 – Début précoce de l'allaitement dans l'heure qui suit la naissance 2 – Allaitement maternel exclusif pendant les 6 premiers mois de la vie 3 – Introduction d'aliments complémentaires (solides) à 6 mois ensemble

Variable Name	Prompt	Options
		4 – Continuer l'allaitement fréquent et à la demande jusqu'à l'âge de 2 ans ou au-delà 5 – Augmentez progressivement la consistance et la variété des aliments 6 – Utiliser des aliments complémentaires enrichis (aliments solides) ou des suppléments de vitamines et de minéraux au besoin 7 – Pendant la maladie, augmentez l'apport hydrique, y compris plus d'allaitement, et offrez des aliments mous préférés
Q_38	38. Quelle est la date de naissance de cet enfant ?	
Q_38_verify	VÉRIFIER LA DATE DE NAISSANCE FOURNIE : L'enfant a-t-il/ elle entre 6 et 23 mois ?	1 - "Oui" 0 - "Non"
Q_39	39. Quelle est son nom ?	
Q_40	40. Cet enfant, (NOM), est-il de sexe masculin ou féminin ?	1 - "Masculin" 0 - "Féminin"
Q_41	41. Est-ce que (NOM) n'a jamais été nourri(e) au sein ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas / pas de réponse"
Q_42	42. Est-ce que (NOM) a été nourri(e) au sein hier, dans la journée ou la nuit ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas / pas de réponse"
Q_43	43. Combien de fois est-ce que (NOM) a mangé hier des aliments solides, semi-solides ou mous autres que des liquides, dans la journée ou la nuit ?	
Q_44	A-t-on donné à (NOM) du/de (LIQUIDE DE LA LISTE) ?	
Q_44_a	a. Eau ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas / pas de réponse"
Q_44_b	b. Préparations pour nourrissons, telle que France lait ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas / pas de réponse"
Q_44_c	c. Lait en boîte, en poudre ou lait frais d'origine animale ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas / pas de réponse"
Q_44_d	d. Jus ou boisson dérivée de jus ?	1 - "Oui" 0 - "Non" 888 - "Ne sait pas / pas de réponse"

Variable Name	Prompt	Options
Q_44_e	e. Bouillon clair ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_44_f	f. Yaourt ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_44_g	g. Bouillie d’avoine diluée ?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45	Hier, durant la journée ou la nuit, est-ce que (NOM) a bu ou mangé du/de la/des (ALIMENTS DU GROUPE) ?	
Q_45_a	a. Bouillie d’avoine, pain, riz, pâtes ou autres aliments dérivés de céréales	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_b	b. Potiron, carottes, courge ou patates douces à chair jaune ou orange	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_c	c. Pommes de terre à chair blanche, ignames à chair blanche, manioc ou autres tubercules	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_d	d. Tous légumes à feuilles vert foncé	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_e	e. Mangues mûres, papayes mûres, néré, ronier, pastèque, ou orange?	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_f	f. Autres fruits ou légumes	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_g	g. Foie, rognon, cœur ou autres abats	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_h	h. Viandes telles que bœuf, porc, agneau, chèvre, poulet ou canard	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_i	i. Œufs	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_j	j. Poisson frais ou séché, crustacés ou fruits de mer	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_k	k. Plats ou aliments contenant des haricots, pois, lentilles, noix ou graines	1 - “Oui” 0 - “Non”

Variable Name	Prompt	Options
		888 - “Ne sait pas / pas de réponse”
Q_45_l	l. Fromage, yaourt ou autre produit laitier	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_m	m. Huile, graisse ou beurre ou tout aliment en contenant	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_n	n. Tous aliments sucrés tels que chocolats, bonbons, friandises, pâtisseries, gâteaux ou biscuits	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_o	o. Condiments aromatiques tels que piments, épices, herbes ou poudres de poisson	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_p	p. Larves, escargots ou insectes	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”
Q_45_q	q. Aliments préparés avec de l’huile de palme rouge, de la noix de palme rouge ou de la pulpe de noix de palme rouge	1 - “Oui” 0 - “Non” 888 - “Ne sait pas / pas de réponse”

Annex F: Key Survey Frequency Tables

Classroom Observation – Teaching Practices

Table F. 1. Learning opportunities to support the development of literacy skills

CO_ECTM_Alphabetisation	Frequency	Percent
No literacy lesson observed.	55	68.8%
The teacher teaches literacy concepts ONLY in: • Repetitive activities. Examples include group response to closed-ended questions (such as singing the alphabet, repeating letter sounds); individual children using a pointer to name letters; write or copy letters	6	7.5%
The teacher teaches literacy concepts using ONE of the following strategies: • Children explore and play with concrete objects to learn the concept • Children have a choice of how to carry out an activity • The teacher engages the children in discussion and sometimes uses open-ended questions • Teacher relates lesson to real-life or everyday experiences	8	10%
The teacher teaches literacy concepts using TWO OR MORE of the following strategies: • Children explore and play with concrete objects to learn the concept • Children have a choice of how to conduct an activity • The teacher initiates children in the discussion and sometimes uses open-ended questions • The teacher relates the lesson to real-life or everyday experiences	11	13.8%
Total	80	-

Table F. 2. Teacher referred to a lesson plan for structuring their literacy

CO_ECTM_PlanAlphabetisation	Frequency	Percent
No	0	0%
Yes	25	31.3%
SKIPPED	55	68.8%
Total	80	-

Table F. 3. Learning opportunities to develop expressive language skills.

CO_ECTM_LangageExp	Frequency	Percent
Children are never or rarely asked to tell a story, describe events or objects, or answer questions throughout the observation.	15	18.8%
The teacher encourages expressive language skills ONLY by: • Repetitive activities. Examples include group response to closed-ended questions (such as asking children to repeat a story or sentences word by word); each child uses a pointer to repeat words or phrases; individual responses to rote or closed questions.	10	12.5%

CO_ECTM_LangageExp	Frequency	Percent
The teacher encourages expressive language skills using ONE verbal exchange activity, such as: • Asking children to describe objects (eg color, shape, size, function) or pictures; • Encourage children to tell stories or describe events; • Tell a story and ask the children two or more open-ended questions about the story • Repeat and expand on what the child is saying, and include more advanced vocabulary • Use stories or discussions to encourage vocabulary that makes connections with the lives and experiences of children.	26	32.5%
The teacher encourages expressive language skills by using TWO OR MORE verbal exchange activities, such as: • Asking children to describe objects (eg color, shape, size, function) or pictures; • Encourage children to tell stories or describe events; • Tell a story and ask the children two or more open-ended questions about the story • Repeat and expand on what the child is saying, and include more advanced vocabulary • Use stories or discussions to encourage vocabulary that makes connections with children's lives and experiences	29	36.3%
Total	80	-

Table F. 4. The teacher speaks in French during class.

CO_ECTM_LangueParlee	Frequency	Percent
No	7	8.8%
Yes	73	91.3%
Total	80	-

Table F. 5. Reading books to help children listen and speak

CO_ECTM_Livre	Frequency	Percent
For toddler development - CP1 and Kindergarten - the teacher: • Does not read books to children OR • Reads books that are not age appropriate (ie texts or textbooks for older children or adults; religious texts for adults; or books without pictures). //For older classes - CP2 or higher - students: • Do not read the text OR • Read texts that are not suitable for their age (ie texts or textbooks for children young children; picture books).	21	26.3%
For toddler development - CP1 and Kindergarten, the teacher: • Reads to class without discussion OR	3	3.8%

CO_ECTM_Livre	Frequency	Percent
• Reads to class without any questions about reading. // For older classes - CP2 or higher - the teacher: • Does not discuss reading OR • Does not ask questions about reading.		
The teacher discusses reading with the class using ONE of the following strategies: • Asks children basic or closed-ended questions about what happened • Encourages children to discuss reading through open-ended questions • Talks about vocabulary learned in the book • Relates reading to children's experiences or context • Children play with objects or do some activity related to reading	21	26.3%
The teacher discusses reading with the class using TWO OR MORE of the following strategies: • Asks children basic or closed-ended questions about what happened • Encourages children to discuss reading through questions open-ended • Talks vocabulary learned in book • Relates reading to children's experiences or context • Children play with objects or do some activity related to reading	35	43.8%
Total	80	-

Table F. 6. Learning opportunities to promote fine motor skills: Writing, Drawing / coloring

CO_ECTM_MotricFine	Frequency	Percent
No fine motor activity is observed	51	63.7%
The teacher teaches fine motor skills ONLY through the use of: • Activities that are NOT appropriate for the child's development (that is, they are too difficult or too easy to understand or do for most children e.g. use pencils to draw lines before starting with pencils or markers)	1	1.3%
The teacher teaches fine motor skills using developmentally appropriate activities BUT: • Activities focus on accomplishing the task defined by the teacher rather than developing fine motor skills. • Activities focus on the product, not the process. • Activities are not led by children; children do not have a choice of what to do or how to use the materials.	5	6.3%
The teacher teaches fine motor skills using developmentally appropriate activities AND: • Child-oriented and process-oriented rather than goal-oriented activities • Activities that allow children to explore the materials and how they can be handled in a fun way.	20	25
Not applicable	3	3.8%

CO_ECTM_MotricFine	Frequency	Percent
Total	80	-

Table F. 7. Learning opportunities that allow children to engage in gross motor skills

CO_ECTM_MotriGlobale	Frequency	Percent
No gross motor activity is observed.	72	90%
Less than 10 minutes of gross motor activity are observed or only a few children participate. Less than 20 minutes of gross motor activity are observed OR less than half of the children participate.	6	7.5%
Less than 20 minutes of gross motor activity are observed OR less than half of the children participate. Most children get at least 20 minutes of gross motor activity	0	0%
Most children practice at least 20 minutes of gross motor activity	2	2.5%
Total	80	-

Table F. 8. Learning activities that promote free choice or open play

CO_ECTM_JeuLibre	Frequency	Percent
No free choice / open play activity is observed.	70	87.5%
The teacher chooses where or how the children will play with the materials OR the teacher offers a limited choice of activities AND the children must play with the materials in a prescribed manner.	1	1.3
Children have ONE opportunity to choose their own activity, where and how they play with the materials BUT the teacher does not interact to add to children's play or extend learning	0	0%
Children have ONE or more opportunities to choose their own activity and where and how they play with materials AND the teacher interacts to add to children's play or extend learning.	9	11.3%
Total	80	-

Table F. 9. Learning opportunities that allow children to participate in music / movement activities

CO_ECTM_Mouvement	Frequency	Percent
No music / movement activity is observed.	50	62.5%
At least one music or movement activity occurred during the observation.	30	37.5%
Total	80	-

School Director Survey – Teacher Attendance

Table F. 10. On average, how many hours per school day are teachers scheduled to be teaching?

teach_time	Frequency	Percent
5 hours	1	1.3%
6 hours	71	88.8%
7 hours	6	7.5%
8 hours	2	2.5%

teach_time	Frequency	Percent
Total	80	-

Table F. 11. How many teachers do you have at this school?

teachers_total	Frequency	Percent
2 teachers	1	1.3%
3 teachers	12	15%
4 teachers	23	28.7%
5 teachers	20	25%
6 teachers	12	15%
7 teachers	6	7.5%
8 teachers	3	3.8%
9 teachers	1	1.3%
11 teachers	1	1.3%
12 teachers	1	1.3%
Total	80	-

Table F. 12. How many teachers are in attendance today?

teach_attend_total	Frequency	Percent
2 teachers	3	3.8%
3 teachers	12	15%
4 teachers	27	33.8%
5 teachers	17	21.3%
6 teachers	12	15%
7 teachers	4	5%
8 teachers	3	3.8%
10 teachers	1	1.3%
12 teachers	1	1.3%
Total	80	-

School Director Survey – Management Tools Present

Table F. 13. Observed in the head teacher's office: a. teacher attendance board

bureau_obs_1	Frequency	Percent
Not seen	30	37.5%
Seen	50	62.5%
Total	80	-

Table F. 14. Observed in the head teacher's office: b. teacher task list

bureau_obs_2	Frequency	Percent
Not seen	37	46.3%

bureau_obs_2	Frequency	Percent
Seen	43	53.8%
Total	80	-

Table F. 15. Observed in the head teacher's office: c. visual teaching supports

bureau_obs_3	Frequency	Percent
Not seen	31	38.8%
Seen	49	61.3%
Total	80	-

Table F. 16. Observed in the head teacher's office: d. teaching materials

bureau_obs_4	Frequency	Percent
Not seen	28	35%
Seen	52	65%
Total	80	-

Table F. 17. Observed in the head teacher's office: e. inventory book

bureau_1	Frequency	Percent
Not seen	15	18.8%
Seen	65	81.3%
Total	80	-

Table F. 18. Observed in the head teacher's office: f. school records

bureau_2	Frequency	Percent
Not seen	22	27.5%
Seen	58	72.5%
Total	80	-

Table F. 19. Observed in the head teacher's office: g. visitor logbook

bureau_3	Frequency	Percent
Not seen	15	18.8%
Seen	65	81.3%
Total	80	-

Table F. 20. Observed in the head teacher's office: h. gold book

bureau_4	Frequency	Percent
Not seen	63	78.8%
Seen	17	21.3%
Total	80	-

Table F. 21. Observed in the head teacher's office: i. Reports of Class Councils / Educational Meetings

bureau_5	Frequency	Percent
Not seen	15	18.8%
Seen	65	81.3%
Total	80	-

Table F. 22. Observed in the head teacher's office: j. teacher attendance logbook

bureau_6	Frequency	Percent
Not seen	3	3.8%
Seen	77	96.3%
Total	80	-

Annex G: Description of Team Members' Qualifications

Melanie Phillips, Ph.D.

Dr. Melanie Phillips is a skilled researcher who uses a combination of empirical methods including survey, experiments, and in-depth fieldwork. She has studied the gender dynamics of women's political representation in African countries and has taught graduate-level courses in data analysis and gender and international human rights. Dr. Phillips brings in-depth skills in quantitative data analysis and experience in all phases of the research process. She holds a Ph.D. from the University of California, Berkeley in Political Science.

Fiona Eichinger

Fiona Eichinger is a technical manager with international experience in project management, education, curriculum development, monitoring, and evaluation since 2016. In her current position and previous role as STS program coordinator, Ms. Eichinger has gathered experience in Malawi, Morocco, Togo, the Philippines, and Nepal. Prior to joining STS, she managed education and social inclusion projects across Europe and the U.S., collaborating with INGOs, local NGOs, government agencies, education institutions, and the private sector. In academia, she led the study design, data collection, and analysis for qualitative research projects conducted in the U.S., Germany, Spain, and Tanzania.

Ms. Eichinger holds an M.A. in International Relations from Syracuse University, specializing in development and humanitarian assistance. She is professionally proficient in German and Spanish and studies Arabic.